The Juniors: How to Teach and Train Them

BY

MAUD JUNKIN BALDWIN

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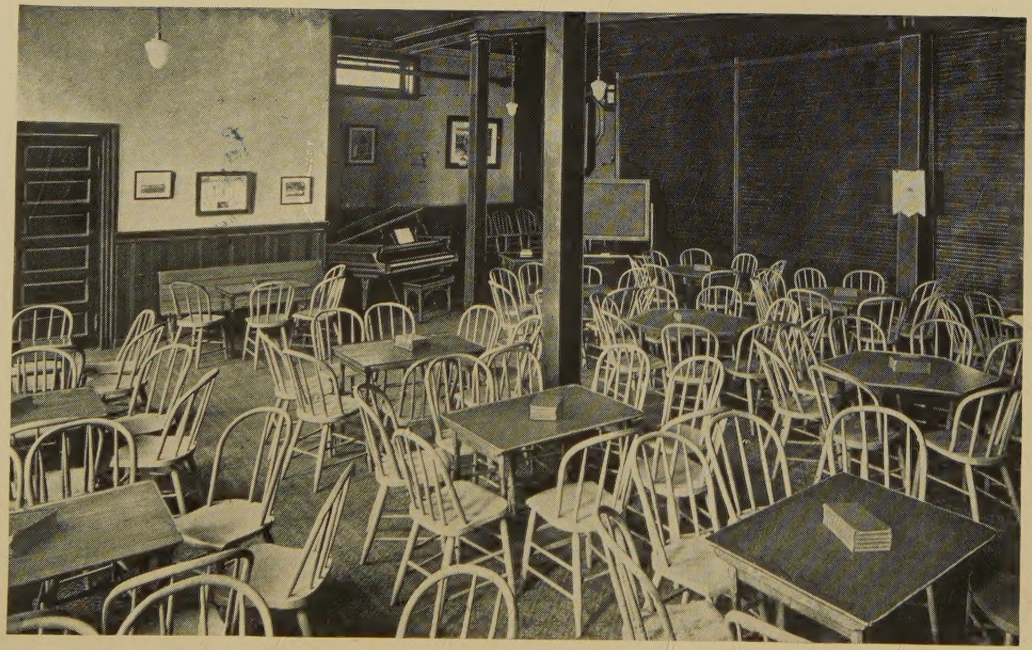

A Section of a Main Room as Arranged for Juniors

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How to Teach and Train Them

BY

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SUPERINTENDENT CHILDREN'S DIVISION, INTERNATIONAL SUNDAY SCHOOL ASSOCIATION

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TO MY FIRST JUNIORS

WHO TAUGHT ME MORE THAN I TAUGHT THEM

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Introduction

Dr. B. S. Winchester says, "The supreme aim of the Sunday school is to develop to the utmost the religious life of every pupil." If this aim is to be realized, each pupil must be taught the Word of God, be led to confess Jesus Christ as Saviour, be furnished with material for building Christian character, and be trained in Christian service.

In order to render this great service to each pupil, it is necessary to remember that life and education are developing processes, and that each period of life affords an opportunity for a special form of religious education. Because the Sunday school desires to give each pupil just the right teaching and training at each stage of his development, it has been organized according to the natural divisions of human life.

The plan of grading adopted by the International Sunday School Association is as follows:

The Cradle Roll.....Birth to 3 years.
The Beginners Department.....4, 5 years.
The Primary Department.....6, 7, 8 years.
The Junior Department.....9, 10, 11, 12 yrs. (12 optional).
Younger Boys and Girls Department, 12 (optional) 13, 14 years.
Older Boys and Girls Department...15, 16, 17 years.
Young Men and Women.....18 to 24 years.

Many denominations have adopted the following grading and nomenclature for the departments above the Primary:

The Junior Department.....9, 10, 11 years.
The Intermediate Department....12, 13, 14 years.
The Senior Department.....15, 16, 17 years.
Young People's Department.....18 to 23 years inclusive.

The Adult Department includes the following:
The Organized Bible Classes.

The Home Department.
The Teacher-Training Department.
Parent-Training Department.

Each division consists of a group with marked characteristics, special needs, interests, and limitations, and with powers to live certain great truths. These interests, experiences, and powers must be understood and carefully considered when organizing any particular group. This is especially necessary when planning for the equipment, arranging the program, choosing the lessons, and directing the activities of the group. In no other way will the Sunday school be able to educate religiously the children and youth.

This little volume has been prepared for the purpose of assisting those who have been chosen to teach the pupils of that important group known as the Junior Department, in which are grouped the boys and girls from nine to twelve years of age. The plans and methods suggested are those which the author has used, and has known others to use, with success. It is a pleasure to acknowledge the inspiration and instruction received from Mrs. W. J. Semelroth, Mrs. M. G. Kennedy, Mrs. J. W. Barnes, Miss Josephine Baldwin, and Miss Nannie Lee Frayser. It is the prayer of the writer that the book may help all who read it better to understand the junior children and to see more clearly their great opportunity—(1) to teach these children the Word of God; (2) to lead them to accept Jesus Christ as their Saviour; (3) to show them how to make right choices; (4) to help them form good habits; (5) to train them in service to others.

CHAPTER I

The Junior Girl and Boy

"The need of the pupil is the law of the school"

The life of the junior is unique. It differs greatly from that of the primary child and is just as distinct from that of the early adolescent. It is necessary for those who desire to help the junior to develop his religious life to make a study of his physical, mental, social, and spiritual characteristics and limitations. The following statements are made for the purpose of attracting attention to the junior's peculiarities, and to lead to a more exhaustive study later. Note that all the suggestions made in the other chapters of this book are based upon the characteristics and limitations noted here.

1. Physically the average child of this age is *stronger* than one either younger or older. Life is characterized by good health, slow growth, and boundless energy. The junior likes to run, jump, climb, and play at all games which afford opportunity to exercise and harden the muscles. The junior would rather play than eat or sleep, although the expenditure of all this nervous energy demands that he have both nourishing food and many hours of sleep. His ceaseless activity also tends to find expression in constructiveness. The boy likes to make tops, wagons, sleds; to build miniature rail-

roads, boats, and bridges. The girls want to cook, to "keep house," to dress dolls, to crochet, in fact, to do as grown-ups do. Indeed the junior is a "doer" and not a "hearer" only; hence he must be helped to use some of his energy in being a "doer of the Word."

2. *A growing independence* is one of the prominent characteristics of the period. The sense of approaching manhood and womanhood stirs the soul to self-assertion. The child needs adult guidance and must be under adult authority, but the wisest parents and teachers will as far as possible consult his feelings and desires. They respect the child's personality, invite confidence by their sympathy, and in every way seek to share his viewpoint. Such adult companionship will lead to the formation of right habits of thinking and acting, for hand in hand with this independence of thought comes a very great susceptibility to influence. The influence of the church and Sunday school will count for much if the Junior Department is properly organized, equipped, and managed.

3. The junior is *interested in reading.* As the child grows and the ability to read well develops, the parent and teacher will notice that often a book is so fascinating that it is chosen in preference to the outdoor game. The passion for reading is so great that anything at hand will be devoured, whether good, bad, or indifferent. The Sunday school should place at the disposal of the juniors a great number of books which are good for them to read. Then the pupils should be taught how to handle the Bible and where to find its most interest-

ing stories, and they should be trained to be daily Bible readers.

4. In this period we find the beginning of the age of *hero worship.* The boys and girls are forming ideals for themselves. The boys idealize men, and the girls choose either men or women. They adore the men and women who can do or have done the things they long to do. Physical strength, skill, and courage are first idealized, but later on the children recognize intellectual ability and spiritual power, and are quick to do homage to them. They select these heroes and heroines from among those whom they meet day by day, from the books they read, from the stories they hear, and the pictures they see. Always they choose the person who can do things, paying little attention to what the person is. The younger juniors have a tendency to imitate some personal acquaintance or some one whom they have seen. The older pupils choose a hero or heroine of whom they have read or heard. It is hardly necessary to say that this instinct should be fed and strengthened in order that it may eventually help the pupils to choose the Christ as their pattern of life. The best kind of material for this purpose is furnished by the courageous deeds of the Old Testament leaders and the wonderful works of Christ and his early and later followers. The lessons used in this department should present such ideals of living to the pupils.

5. This is the period of *forming fixed habits* of thought and action. The juniors should learn how to think clearly and quickly, how to judge right and wrong, how

to choose the right action and make themselves perform that action. They should be taught the results of right habits in the lives of others, and should be led to form such habits for themselves. It is vital that they acquire the following habits: daily Bible reading and prayer; church attendance; giving to the local church and its missionary enterprises; total abstinence from the use of liquor, tobacco, and harmful drugs; playing fair in all their games; right personal habits.

6. This is the time that some one has called the "*Golden Memory Period.*" The brain will receive anything and mechanical repetition will fix anything, be it interesting or uninteresting, concrete or abstract, understood or not understood. Verbal memory is at its best, and for this reason the pupils are "drilled" in the knowledge which should become automatic, such as the books of the Bible; outlines of the main contents of the Book; Bible geography. But the chief opportunity afforded by this characteristic is the opportunity to have the pupils memorize passages of Scripture and hymns which contain truths and commands of value for immediate as well as for future use, and which supply them with a medium through which to express their feelings of love, trust, loyalty, praise, and thanksgiving to God.

7. *The geographical and historical senses* have their birth at this period. Therefore a study of the Bible lands adds great interest to the lessons, and a chronological arrangement of the stories of certain periods reënforces memory.

8. *The reasoning powers* of the juniors are weak at the beginning of the period. A rapidly increasing knowledge of many facts, however, results in the comparison of these facts and leads to the development of the reasoning powers. The children delight in exercising their ability to investigate or work out a thing for themselves. They enjoy puzzles, riddles, and guessing games of all sorts. All leaders and teachers of juniors should remember this characteristic when planning junior programs and teaching junior lessons.

9. This same impulse to investigate for themselves makes them quite *literal-minded.* A thing is exactly four feet, one inch high; a caller arrived at exactly two minutes to three; and the gentleman made exactly such statements. Here is the teacher's opportunity to cultivate fixed habits of truthfulness and honesty.

10. It is *the collecting age.* They like to have and to hold many things of different types. There are stamp, button, picture, and many other collections. This instinct can be used by the junior teacher in collecting objects which will be of use in teaching the lesson, such as a model of an oriental house, an eastern plow, old-time furniture, and other Biblical illustrative material. Missionary curios and the flags of other nations may also be collected.

11. *A high sense of honor* is another characteristic. The junior's ideas of loyalty and justice are worth considering, and the one who respects them has opened to him or her the soul of the child. The one who disregards them commits a crime against childhood and

will fail to develop loyalty to God, to the Church, and to all humanity.

12. Notwithstanding the birth of independent thought the juniors have *a real regard for the authority of one* who has the right to rule. This fact affords the opportunity to teach the children in regard to God's right to rule the world as its Creator, because of his power, his love, his wisdom, his mercy, and his justice. They can thus come to acknowledge him, not only as King of kings and Lord of lords, but as King of their lives.

13. *Social instinct* begins to ripen in this period and force the child into the "gang." The desire for companionship of others of the same age and sex is very strong. The gang selected is chosen according to the ideals already set up in the life. Its laws become his standards of right and wrong. Thus it becomes a good or an evil influence in the life; good, if the ideals of the gang lead to right thinking and doing; bad, if the opinion of the gang results in wrong thinking and doing. Girls and boys organize in separate groups, and they differ in purpose. The girls seem to have a more adult motive, such as to promote friendship, to develop themselves, and to help others; the boys have apparently one chief purpose: to find some outlet for their surplus energy. The home should be the meeting place of the "gang" or group, and sympathetic parents ought to provide the opportunity for the right kind of good time. But when the home fails (as thousands do) then the church must arrange for the child's social life. The

Junior Department boys, the Junior Department girls, or the Sunday-school class must become the "gang" or "bunch," and the right companionship be supplied by the friendship of pupils and teachers. Then, too, the junior child, longing for an intimate friend who understands, should be introduced to Jesus Christ, the children's Friend and Companion.

14. The junior has *a number of limitations* which should be noted. He is self-centered; his reasoning power is weak; he thinks slowly when a question requires thinking rather than a repetition from memory; he is interested in the conduct, not the character of one whom he admires. A recognition of these limitations helps teachers and parents to plan their work more carefully, and makes them more sympathetic and less inclined to blame the children for certain mistakes.

Surely even a casual glance at these characteristics forces one to stop and exclaim at the possibilities for good and evil wrapped up in the life of a junior boy or girl. The future man and woman are there. Will the church help that boy to be a good man? God wants him to be. Will the church help that girl to be a good woman? Much depends on the Junior Department and its leaders. God grant that all the boys and girls may be kept for Jesus Christ.

Learning to Know the Junior Children

The following suggestions are made for workers who desire to pursue further the study of the juniors:

1. Read the following books:

The Unfolding Life—Mrs. M. S. Lamoreaux.
The Pupil and the Teacher—Weigle.
The Junior Worker and His Work—J. L. Baldwin.
The Dawn of Religion in the Mind of the Child—Mumford.
The Psychology of Childhood—Norsworthy and Whitely.

2. *Take time to recall* your own childhood. Try to remember your joys and sorrows; the people who helped or the people who hindered you; the things you liked to do and those you did not like to do; the books you read; the games you played; the companions you loved; the day-school teachers who instructed or those who failed to instruct you; the Sunday-school teachers who inspired you or those who failed to inspire you. Such remembrances lead to genuine sympathy with girls and boys.

3. *Observe the children* themselves, in their homes, in the day school, on the playground. Such observation will be possible only to those who are willing to become the friends and companions of the children, their parents, and their teachers; but the knowledge gained will be very valuable and worth all it costs to get it.

4. Purchase a notebook and arrange a page for each pupil as follows:

Name.....
Address.....
Date and place of birth.....
Teacher's name.....
Mother's name.....
Father's occupation.....
Are parents members of the Church?.....If so, of what church?....

Parents' attitude toward child. Is it one of understanding and sympathy as well as love?
Are they ambitious for the child?
Is the home a real home?
Does the child like to be there?
Reading matter in the home
The fine qualities of the child's character known to the parents
The weakness of character as seen by the parents
The chief pleasures of the family
The instruction received in the home in regard to the right care of the body
The day school attended
The school grade
The studies in which pupil excels
The strength or weakness of the child as seen by the school-teacher
Where does the child play when playing out of doors?
What are his favorite games?
What are his favorite books?
Where does he see moving pictures?

It will take time to gather such detailed information in regard to each child, but the book will be invaluable to the teacher who really seeks to know and to help the junior children.

5. Seek daily the guidance of the Holy Spirit, for he alone does the wonderful work of leading the children to know and serve Jesus Christ.

CHAPTER II

Standard for a Junior Department

"The need of the pupil is the law of the school"

The following standard was adopted by the Interdenominational Council in January, 1916, and by the International Sunday School Association in February, 1916. It is to be used to test the value of the work being done in the Junior Departments already organized, and to suggest proper aims of work and means of work to those who are preparing for organization.

Please note carefully that the standard places the child in the center of our thought. He is asked to become what it is natural for him to be as a follower of Jesus Christ. He is to be asked to do what is within his power to do. He is to be asked to learn what will benefit him most at his age, and prove to be a foundation for future religious education.

Note also that the aims of the teacher are stated in terms which have spiritual and not mechanical value; and that all our organization, equipment, lessons, and training are useful only as they prove a means to realizing the teacher's aims, and to aiding the child to become a true follower of Christ.

The standard for a Junior Department is that which it is possible for a pupil to become during the years 9, 10, 11, and 12.

What the pupil becomes manifests itself in conduct.

CONDUCT

I. The conduct of a junior pupil may manifest:
1. Love and loyalty to God the Creator and Father, and to Jesus Christ as daily Companion, Guide, and King.
2. Acceptance and public confession of Jesus Christ as his Saviour.
3. Reverence, love, praise, and thanksgiving through worship.
4. Right choices and decisions in increasing numbers.
5. Acts in accord with ideals of moral heroism.
6. Habits of church attendance, daily Bible study, daily prayer, and systematic, intelligent giving.
7. Growth in a life of service to others.
8. An unselfish and coöperative spirit in social relations.

AIMS

II. To realize these ends in conduct, the pupil must have:
1. Knowledge of God in his creative and sustaining power, and of Jesus Christ in his power and majesty.
2. Personal knowledge of Jesus Christ as his Saviour.
3. Experience and training in worship.
4. Such acquaintance with the lives of heroes of the faith as will make him feel the attractiveness and value of right behavior.
5. Knowledge of Bible content and related facts of geography and history.
6. An understanding of what is meant by a Christian life for a junior child.
7. Opportunities for service.
8. Ample opportunity for social contact under guidance.

MEANS

III. As means for realizing these ends, provisions should be made for:
1. Religious instruction and religious experiences suited to this stage of moral and spiritual development, secured through:
   (a) The use of Junior Graded Lessons.
   (b) Graded Junior Supplemental Lessons, when Uniform Lessons are used. (Some denominations recognize only Graded Lessons.)
   (c) Special studies in the Life of Christ in the last year of the junior period.
   (d) A combination of the story, recitation, and question methods in teaching, with use of Bible by pupils, and suitable handwork.

(e) The use of pictures, blackboards, maps, and other illustrative material.
(f) The memorization of Scripture and church hymns related to the lesson text.
(g) Frequent competitive map, memory, and Bible drills between classes.
(h) Graded correlated missionary instruction.
(i) Graded correlated temperance instruction.

2. Worship which expresses feelings and aspirations possible to a junior child, secured through:
   (a) Appropriate service of worship.
   (b) Reverent atmosphere and proper environment.
   (c) The superintendent's spirit and manner and the teacher's reverent participation in the service.
3. An environment which inspires natural, reverent worship, and is conducive to orderly study and work, secured through:
   (a) A separate room (curtained or screened place, where room is not available), light and well-ventilated.
   (b) Separated classes during lesson period (partitions, curtains, or screens).
   (c) Attractive decorations and arrangement.
   (d) Comfortable chairs and class tables.
   (e) Adequate materials for teachers and pupils.
   (f) A separate program for entire session, where a room is available.
4. Stimulation through incentives and rewards, in order that right actions may become habitual, secured by:
   (a) Credits given for (1) regularity, (2) punctuality, (3) systematic giving, (4) daily Bible reading and study, (5) memory work, (6) neatness and completeness in handwork, (7) church attendance.
   (b) Departmental Honor Roll.
   (c) Class banner.
   (d) Department motto, such as "Be Ye Doers of the Word."
   (e) Teacher's example and helpfulness.
   (f) Exhibit of pupil's work.
5. Opportunities for self-expression in conduct, individual and social, secured through:
   (a) Worship in hymn, prayer, and Scripture.
   (b) Participation in class or department drills.
   (c) Doing required handwork.
   (d) Giving to the local church, missions, and benevolences.

(e) Departmental and individual acts of service.
(f) Signing the temperance and anticigarette pledge.
(g) Frequent social gatherings.
(h) Entering into Church membership.

6. Teachers qualified by nature, religious experience, and training, that is, teachers who
   (a) Possess a sympathetic understanding of the experiences, interests, needs, and possibilities of junior boys and girls.
   (b) Meet the need of these pupils for Christian adult companionship in everyday life.
   (c) Live, worship, and work in harmony with all that is desired for the pupils.
   (d) Are graduates or students in a Training Course, a Community Training School, or a School of Principle and Methods.
   (e) Are continuing their specialized training in a Graded Union or by the reading of one specialization book a year.
7. Pupils of nine, ten, eleven, and twelve years of age grouped into classes or a department, according to age, sex, interest, and ability.
   (a) In a small school, a class of boys and a class of girls, separated from other classes.
   (b) In a larger school, a Junior Department, with a superintendent, officers, class teachers, and classes comprising not more than eight pupils.
   (c) Class groups:
      1. Pupils approximately nine years of age in first-year grade or class.
      2. Pupils approximately ten years of age in second-year grade or class.
      3. Pupils approximately eleven years of age in third-year class or grade.
      4. Pupils approximately twelve years of age in fourth-year class or grade.
   (d) Promotion of pupils from grade to grade within the department; graduation from the fourth grade into the Intermediate Department, with recognition on the annual promotion day.

CHAPTER III

Organization

"The need of the pupil is the law of the school"

I. Department

In order to develop the religious life of these girls and boys, it will be necessary to find some way of grouping them together so that teachers who are especially fitted for instructing pupils from nine to twelve years of age, inclusive, may have the opportunity of touching the lives of all, and not merely some of them.

Preparation for the formation of this group should be made at a meeting of the officers and teachers of the school. The needs of the juniors should be presented to those who attend and plans for grouping the children should be carefully discussed. A complete enrollment of the pupils must be made, and a statement prepared showing the age, day-school grade, and general Biblical knowledge of each pupil. The children should be grouped, or graded, chiefly according to age, but with a recognition of the day-school grade and the extent of Biblical knowledge. As a rule, no pupil who cannot read and write reasonably well should be in this particular group, although exceptions are made in the cases of pupils who are overgrown physically but are mentally backward. After a careful examination of the statement, all the children who meet the requirements

of age, day-school grade, and Biblical knowledge, should become members of the department group known as the Junior Department. It should be understood by all that the years from nine to twelve are junior years and that promotion will not be made until the pupil has reached or is nearing the thirteenth birthday. The further organization of the group will depend upon the number of pupils enrolled and the number of available teachers. If the number of pupils is fifty or over, there will no doubt be opportunity for eight classes, one of boys and one of girls for each of the four grades in the department. If it should prove to be impossible to secure eight teachers, then four teachers could take care of four classes: one of boys approximately nine and ten years of age; one of boys eleven and twelve years of age; one of girls nine and ten years of age; and one of girls eleven and twelve years of age. If the number of pupils is very small, say ten or twelve, and the teachers few, then at least two classes should be formed, one of boys from nine to twelve years and one of girls of the same ages. Two teachers could teach these two classes.

Please note that boys and girls are grouped separately. This arrangement is made because their interests diverge materially and better work is done with such separate grouping.

The number of pupils in a class should not be over eight and sometimes it seems better to have six. New pupils should be assigned to their proper classes by an officer of the department or by the teacher in charge of

classification. In some Junior Departments there is an ungraded class in which new pupils meet for several Sundays to be prepared for entering their proper grades. The pupils should stay in the classes to which they are assigned until the regular promotion time, when they pass on to the next grade. The promotion should be based partly upon age and partly upon attainments. Teachers should not be promoted with their classes.

The number of officers and teachers necessary to do the work outlined for the Junior Department will depend upon the number of pupils, the place of meeting, and the type of program used. In a department of forty or fifty pupils, meeting in a separate room, with a separate program, there should be a superintendent, an assistant superintendent, a secretary-treasurer, a librarian, a pianist, eight teachers, and eight substitute teachers. A very large department will require a larger corps of officers and teachers. Among the additional officers there might be a superintendent of missionary instruction, a superintendent of temperance instruction, a visitation superintendent, a classification superintendent, a supervisor of handwork and home work, and a social superintendent. In a small school where there are from twelve to twenty pupils, meeting in a corner separated from the main room by screens, and uniting with the main school during the opening and closing services, the number of officers and teachers would be much smaller. Nevertheless, some one should have charge of this especial work and be praying and planning for it each week. Suppose there were four

classes, one of nine- and ten-year-old boys, another of girls of those ages, another of boys of eleven and twelve, and a fourth of girls of eleven and twelve. If the number of available workers is small, one teacher could act as superintendent, another as assistant superintendent, a third as secretary-treasurer, and the fourth as home-work superintendent.

Provision must be made for substitute teachers. The organized adult and secondary division classes should furnish such substitutes.

The duties of the superintendent are: to see that the department is properly organized and equipped; to plan for the right kind of program; to plan a way to secure home coöperation; to arrange and hold monthly meetings of the pupils and teachers; to attend meetings and read books which will develop her for larger service in this department; and, above all else, to live a Christ-like life.

The duties of the assistant superintendent are: to do the work of the superintendent during any time of absence; to assist the superintendent in every possible way. This assistance may be rendered by: (1) classifying new pupils; (2) welcoming and seating visitors; (3) finding substitute teachers; (4) teaching the new songs, or taking charge of the special missionary and temperance programs.

The duties of the secretary-treasurer are: to keep an accurate enrollment of the department, noting the name, address, and date of birth of each pupil; to keep a correct record of the attendance and the offerings of

each pupil and report the same to the secretary and treasurer of the school; to see that each class is furnished with all the equipment necessary for the day's work; to take charge of special missionary offerings and see that they go to the proper places; to send out notices of parents' or teachers' meetings and attend to any other necessary department correspondence.

The duties of the pianist include: cheerful obedience to all directions given by the superintendent; regular, punctual attendance; search for the best music for juniors, always to be submitted to and accepted or rejected by the superintendent.

The duties of teachers are: to be at Sunday school on time, all the time; to set a good example of clean, fine, Christian living to those whom they teach; to prepare all lessons prayerfully and carefully; to be thoroughly acquainted with all their pupils; to pray for all their pupils individually; to secure home coöperation; to plan for knowing the pupils socially; to stay in the grade so that they may become specialists in that grade; to give loyal and sympathetic coöperation to the superintendent; to take a training course and follow it by a special reading course for junior teachers.

The Duties of Substitute Teachers.—Substitute teachers should be assigned to a certain grade and should be prepared to teach the lesson in that grade every Sunday, though they may not often be called upon to leave the adult or secondary division classes where they ordinarily meet. Older boys and girls of eighteen and nineteen years of age make splendid teachers if they are

willing to train for such service. A substitute teacher should attend the monthly meetings of the junior workers; attend all social gatherings of the children in order to become better acquainted with them; attend the parents' meetings; read at least two books on the Junior Department; prepare every week the lesson taught in the grade in which he or she substitutes. In this way he or she will be familiar with the foundation for the work done on the days he or she substitutes.

II. Class Organization

The junior worker craves for the pupils the ability to govern themselves. Class organization for the ten-, eleven-, and twelve-year-old children, or in the second, third, and fourth year classes, has been found an effective method of making them feel a certain very real responsibility for the behavior of the department and for the character of the work done by the classes. It also develops the right sort of class spirit.

The officers of the classes organized are as follows:

1. *The president*, whose duty is to preserve order, to urge the members of the class to do their best work, and to keep a record of the credits of the individual members and of the class as a whole. Credits are given for (1) regularity, (2) punctuality, (3) systematic giving, (4) daily Bible reading and study, (5) memory work, (6) neatness and completeness in handwork, (7) church attendance.

2. *The secretary,* whose duty it is to mark the attendance, to urge regularity and punctuality, and to assist the teacher in looking after the absentees.

3. *The treasurer,* whose duty it is to keep a record of the offering of each pupil, to urge systematic giving, and to carry the offering to the superintendent at the time of the offering service.

All three officers should be elected each quarter. In some schools the president is the pupil who has made the highest record during the past quarter. The superintendent and teachers should use these young officers whenever possible. It is also wise to let the department set its own standards and make its own rules (guided, of course, by the superintendent and other workers) for the members will then take delight in reaching the standard and obeying the rules. One thing must be remembered: It is very difficult to guard the work of these young officers without letting them know of the supervision, and yet this very thing must be done, for the children are too young and too untrained to be left alone with the work.

III. The Parent-Teacher Association

There are three important factors influencing the life of the junior pupil; the home, the day school, and the Sunday school. All three factors should be closely related. Because the same great principles underlie all education, whether secular or religious, it is not difficult to relate the day schools and the Sunday schools. Indeed, our leaders have already arranged a curriculum

in harmony with the child's physical and intellectual development, and therefore in harmony with the curriculum of the day school. For this reason it is possible to relate the history, geography, music, and handwork of the two schools. Wise day- and Sunday-school teachers coöperate with one another and aid the pupil by establishing the same high standards of Christian living, thus showing him that in his daily life he must put into practice the lessons he learns at either school. It is far more difficult to relate the work of the home and the Sunday school; yet, because there can be no development of Christian character unless the truths taught by the church can be expressed in everyday life, the home must be related to the Sunday school, for in the home these truths receive or do not receive emphasis, and the pupil is given or is not given an opportunity for self-expression. The habits of daily Bible reading and prayer, punctual, regular attendance upon Sunday school and church, systematic giving, doing the daily work outlined in the textbook, are all largely dependent upon the attitude of the home. How shall we bring the home and the Junior Department together? Organize a Parent-Teacher Association with president, vice president, secretary, and treasurer, and Membership, Social, Devotional, and Program committees. See page 106.

IV. The Junior Teachers' Association

If success is to crown the work of the Junior Department, it is absolutely necessary that there be sympathetic coöperation among the officers and teachers of

the department. The truest coöperation cannot be secured unless the workers pray and plan together. For this reason there should be a Junior Teachers' Association. The superintendent of the department becomes the president of this association, the assistant superintendent the vice president, the secretary of the department the secretary of the association. See page 114.

NOTE.—Many workers are at present advocating the organization of the nine-, ten-, and eleven-year-old pupils as the Juniors, placing the twelve-year olds in the group with the thirteen- and fourteen-year-old children to be known as the Younger Boys and Girls. Their experiments during the next few years will probably show which is the better group for the average twelve-year-old pupil.

The Junior Department Room, East Liberty Presbyterian Church, Pittsburgh, Pennsylvania

CHAPTER IV

Equipment

"The need of the pupil is the law of the school"

A Separate Apartment

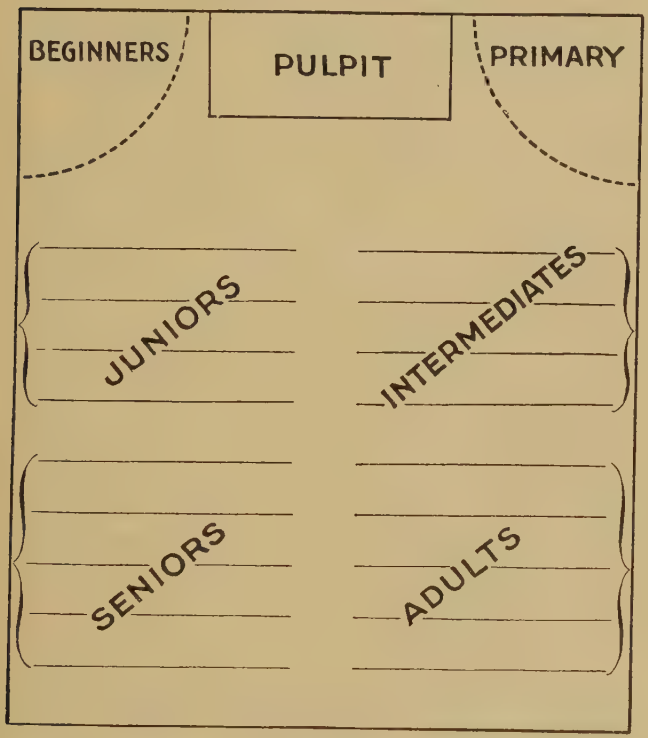
In Pittsburgh there is a church building in which is located an ideal apartment for the juniors. It is clean, attractive, well-lighted, and well-ventilated. There are separate classrooms which open into a general assembly room in which are held the opening and closing services. Only a few junior superintendents are so fortunate as to have such an apartment. Others must be and are grateful for single rooms wholly, or partially, separated from the main rooms. Still others must pursue their work, doing the best they can, while compelled to meet in the one room of the church building with no separate service of worship, and only separated by screens or curtains at the lesson time. The best work can be done only when there is complete separation during the whole Sunday-school period. This is the way to provide the instruction the juniors really need, and the training which should be given them through a properly planned, worshipful program. If the juniors meet with the main school, they are forced to join in a program which has been planned to meet the needs of adults, and which does not offer an opportunity for the teacher to cultivate, or for the child to

express a child's feelings, love, reverence, gratitude, praise, and thanksgiving. If, perchance, the juniors meet with the primary children, the loss and harm to character-building are still greater. The program, properly planned to meet the needs of children of six, seven, and eight years of age, falls far short of helping the junior whose interests and experiences are so widely different. Under such conditions the juniors are apt to become restless, inattentive, disorderly, and irreverent. Their active brains and bodies have too little to do, hence the harmful result. When the juniors have a separate room, programs can be arranged which will cultivate the religious feelings of love, reverence, thanksgiving, and praise; which will afford opportunity to use the passages of Scripture and the hymns that have been memorized; which will tend to fix habits of daily prayer, Bible reading, pure thinking, clean living, and service to others. It is imperative therefore that the juniors have a separate room. (In some Sunday schools the Organized Bible Classes of men and women are providing the funds for building such rooms for the juniors in churches where there are no available separate rooms.)

Separation by Curtains or Screens

This is necessary in the one-room building. Wires may be stretched or poles adjusted in order to use the curtains, or folding screens may be set around the pews which the juniors occupy. Such separation serves to prevent inattention, gives opportunity for the use of

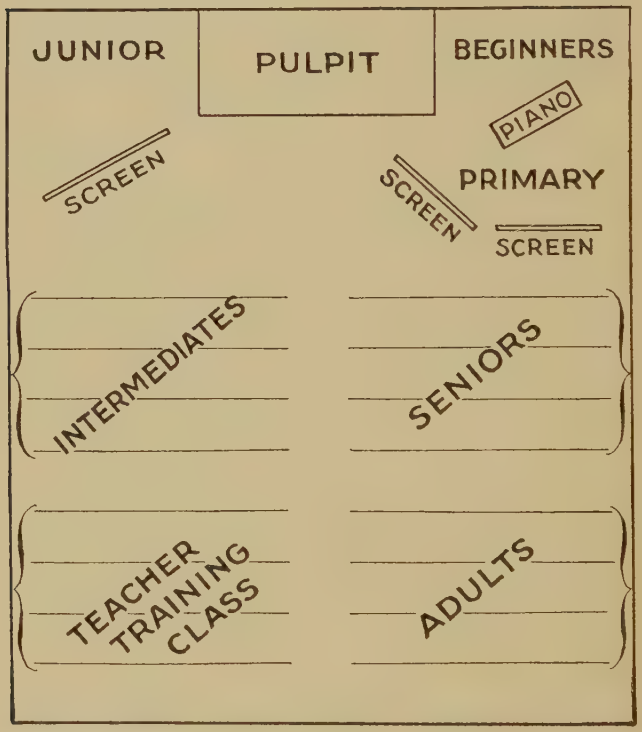
maps, blackboards, charts, and pictures, and permits such expressional activities as Bible drills, class prayer,



Suggested Arrangement of Departments in a One Room Church Building

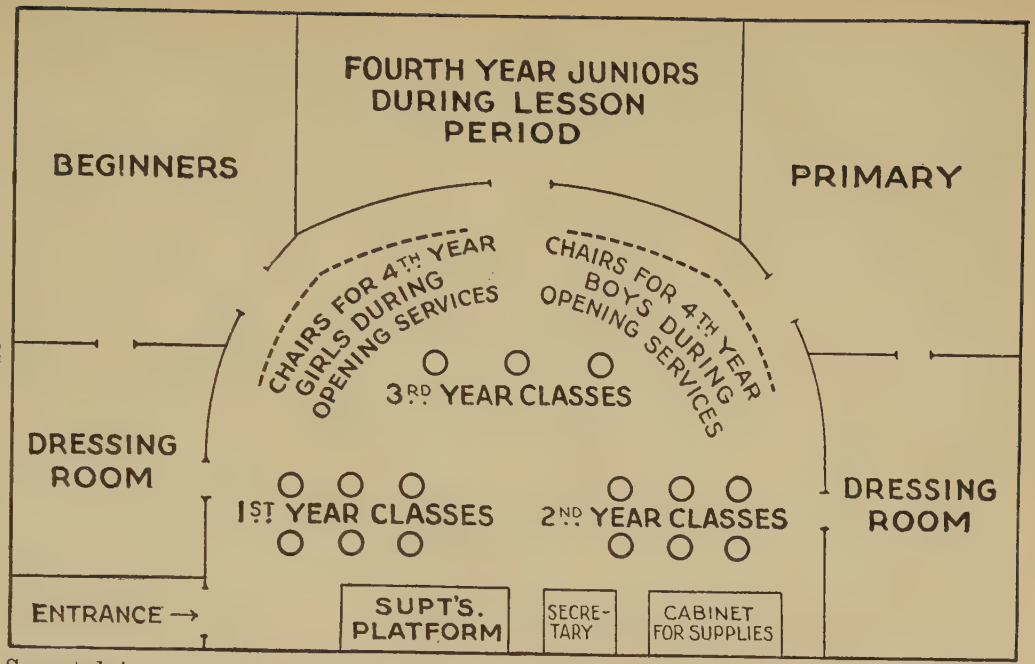
worshipful giving, and story-retelling. Do your best in such a corner, but work and pray and plan for a sepa-

rate room. Emphasis must be laid upon the necessity for keeping the room or corner clean, neat, and as beauti-



Suggested Arrangement of Departments in a One Room Church Building

ful as possible if an atmosphere of order is to be maintained, and if the pupil is to learn to love God's house



Suggested Arrangement of Assembly Room and Classrooms for Junior, Primary, and Beginners Departments

and to desire to be there regularly. (When there is only one room separated from the main room, it should be given to the beginners and primary children. Under such circumstances the juniors should meet with the main school.)

Furnishing the Room

The floor and wall coverings should be harmonious in color and should be in keeping with the color of the woodwork. Cork matting has been found very good because it deadens the sounds of moving tables, chairs, or feet. Walls covered with unfigured, dull-green, brown, or ecru-colored paper make a good background for a few good pictures. Such pictures as the following are suitable because of the ideals presented:

Christ Among the Doctors.....Hofmann.
The Angelus.....Millet.
The Last Supper.....Da Vinci.
The Sistine Madonna.....Raphael.
Christ and the Rich Young Ruler.....Hofmann.
Sir Galahad.....Watts.
Daniel in the Lions' Den.....Riviere.
Moses with the Tables of the Law.....Raphael

There should be hooks on one or more sides of the room for wraps and hats in order that the children may be comfortable. A musical instrument is necessary in order to have a service of worship that will be truly helpful to juniors. The classes, of six or eight pupils each, should have tables and chairs of the proper height. The six- or eight-sided tables twenty-six to twenty-eight inches high are much liked, inasmuch as they afford individual spaces for the pupils. If these tables have small

drawers for each side then each pupil may have a place for his or her own personal equipment. The chairs should be about sixteen inches high, made so that the back of the child may touch the back of the chair and the feet rest upon the floor. It is desirable that the superintendent should have a table and a cabinet or closet for the department supplies. A cabinet can be made by some of the men or older boys of the Sunday school, or may be purchased in sections as the supplies demand. A wall missionary map of the world, a wall temperance pledge, your country's flag, the Christian flag, the temperance flag, a department honor roll, pictures of missionary, temperance, and patriotic heroes and heroines (David Livingstone, John G. Paton, John Elliot, Frances Willard, George Washington, Sir Wilfred Laurier, Dr. Egerton R. Young, Mrs. Letitia Yeomans, Queen Victoria, Abraham Lincoln), missionary and temperance bulletin boards, offering baskets, a birthday bank, plants and flowers, a department pennant (junior), and a department motto ("Be Ye Doers of the Word"): all these aid in the great work of character-building which goes on in a Junior Department. A blackboard will be found useful for map work, drills, announcements, and so forth. A sand table is useful in studying the geography of the Holy Land. Place it in the corner of the room and let the classes take turns in using it. (Some Sunday schools have the sand table in a small separate room known as the Geography Room. Classes in the Junior and Intermediate departments take turns about once a quarter in having a geography lesson in

this room.) Other desirable things are stereographs and pictures showing places in the Holy Land, missionary curios, and miniature models of oriental houses, the Temple, the ark, a shepherd's tent, and so forth.

Class Equipment

Each class should have a box in which are kept the class record book, the offering envelope, the paper, pencils, and crayons needed for any handwork done in the class.

The Pupil's Equipment

Each junior must own (1) a Bible, that he may learn to handle it readily, become attached to it, and form the habit of using it daily (the parents should provide this book but if they cannot, or will not, then the church must make provision for the pupil. The type should be large enough for the child to read easily); (2) a work and study book and material for handwork; (3) a hymn book.

The Teacher's Equipment

(1) A teacher's Bible with concordance.

(2) A complete set of Junior Graded Lesson textbooks for the grade which is being taught; also a set of the Pupil's Work and Study Books for the same grade.

(3) A notebook for keeping a record of the required memory work of the grade which is being taught.

(4) A special collection of pictures made gradually by cuttings from magazines, papers, and by purchases

from such picture companies as the Perry Pictures Co., and the W. A. Wilde Co.

(5) Maps which show locations of places mentioned in the lessons used in the grade being taught; *e. g.*, a map which shows Palestine at the time of Abraham, Isaac, Jacob; a map of Palestine at the time of Jesus; a map showing Paul's missionary journeys. The Kent-Madsen maps on a standard are fine for class use.

(6) A small teacher's library for personal use. The following books might be purchased:

The Unfolding Life—Lamoreaux.
The Junior Worker and His Work—J. L. Baldwin.
One Volume Commentary—Dummelow.
One Volume Dictionary—Hastings.
Childhood and Character—Hartshorne.
The Child for Christ—McKinney.
Educating Through Story Telling—Cather.
The Graded Sunday School in Principle and Practice—Meyer.
Education Through Plays and Games—Johnson.
Hand Work in Religious Education—Wardle.

(7) A blank book in which to note special information in regard to each child. (See page 16 in chapter I.)

The Junior Pupil's Library

One of the most important things to be considered in the plans made for the development of Christian character and for the training of the young in Christian service is the reading matter which is furnished them. If the reading matter is adapted to the interest and understanding of the young readers and is of high and noble quality, new ideals of life and service will be received from the printed page. The young hero worshipers who read will be inspired to be brave, self-reliant,

manly or womanly, in imitation of the heroes and heroines of the stories read. The boys and girls all longing to *do* something, will go forth to make their lives count for something in the church, home, school, and nation in which they live.

New knowledge of peoples and lands will be gained; new friendships will be made with the great and good; true conceptions of what is right and what is wrong will be formed; desires to serve others will be aroused; love of home and church and country will be developed. Indeed, so great is the influence of reading upon character that it is truly necessary for the church to supply good reading matter if it hopes to do its part in nurturing the young. In recognition of this great truth, the church and Sunday school should supply the Junior Department with a library of at least fifty books, more if possible. Teachers should read "The Children's Readings," Olcott, and "Fingerposts to Children's Reading," Field.

Lists of good books for children to read may be secured from the following sources:

The Free Public Library, Newark, N. J.

American Library Association Publishing Board, 1 Washington Street, Chicago. (Title: Five Hundred and Fifty Children's Books.)

The New York Public Library, New York. (Title. Heroism. A Reading List for Boys and Girls.)

The Cleveland Public Library, Cleveland, Ohio.

The Missionary Education Movement, 45 W. 18th St., New York City.

The following books may well be placed in a Junior Pupils' Library:

Joel, A Boy of Galilee—Johnson.
Peeps at Many Lands—Kelly.
The Battle of the Bears—Young.
Fifty Famous Stories Retold—Baldwin.
Thirty More Famous Stories Retold—Baldwin.
Story of Roland—Baldwin.
Story of Siegfried—Baldwin.
In the Days of Giants—Brown.
Little Lame Prince—Craig.
Uncle Remus—Harris.
Wonder Book—Hawthorne.
Tanglewood Tales—Hawthorne.
Russian Grandmother's Wonder Tales—Houghton.
Water Babies—Kingsley.
Legends of the Red Children—Prate.
Some Merry Adventures of Robin Hood—Pyle.
Story of King Arthur and His Knights—Pyle.
King of the Golden River—Ruskin.
Forest Runners—Altsheler.
Young Trailers—Altsheler.
Uncle Sam's Secrets—Austin.
For the Honor of the School—Barbour.
Dan Beard's Animal Book—Beard.
Master of the Strong Hearts—Brooks.
Kidnapped Campers—Canfield.
Last of the Mohicans—Cooper.
Pioneers—Cooper.
Man Without a Country—Hale.
Campmates—Munroe.
Flamingo Feather—Munroe.
Treasure Island—Stevenson.
Swiss Family Robinson—Wyss.
Lisbeth Longfrock—Aaurud.
Juan and Juniata—Barnum.
Master Skylark—Bennett.
From Sioux to Susan—Daulton.
Donald and Dorothy—Dodge.
Hans Brinker—Dodge.
From Six to Sixteen—Ewing.
Nelly's Silver Mine—Jackson.
Bettie Leicester—Jewett.
Castle Blair—Lugard.
Florence Nightingale—Richards.
Quicksilver Sue—Richards.
Heidi—Spyri.

Little Grey House—McClure.
When Patty Went to College—Webster.
Rebecca of Sunnybrook Farm—Wiggin.
Pollyanna—Porter.
The Poor Little Rich Girl—Gates.
Flint Heart—Phillpotts.
Honey Bee—Anatole France.
Sherwood—Noyes.
The Quest of the Four-Leaved Clover—Labanlaye.
David, the Hero—Robinson.
The Other Wise Man—Van Dyke.
Real Stories from Our History—Faris.
The Broadening Path—Forbush.
The King and His Wonderful Castle—Brown.
A Song of Life—Morley.
The Romance of the English Bible—Faris.

Fascinating missionary books for boys and girls include

Fairy Tales from Far Off Japan—Ballard.
How a Little Girl Went to Africa—Bicknell.
Adventures with Four-Footed Folk—Brain.
All About Japan—Brain.
Around the World, Book 3–4–5—Carroll.
Home and World Series—Chamberlain.
  How We Are Fed.
  How We Are Sheltered.
  How We Are Clothed.
  How We Travel.
The Continents and Their People—Chamberlain.
  Africa.
  Asia.
  Europe.
  North America.
  South America.
The Story of Sonny Sahib—Cotes.
Under the Greek Skies—Dragoumis.
(Other volumes deal with child life in Europe known as Little Schoolmate Series.)
Children of Labrador—Dwight.
(Ten other volumes in this series known as Children's Missionary Series.)
Uganda's White Man of Work—Fahs.

Winning the Oregon Country—Faris.
The Alaskan Pathfinder—Faris.
Peeps at Many Lands—India—Finnemore.
(More than fifty other volumes known as Peeps at Many Lands Series.)
The Unmannerly Tiger and Other Korean Tales—Griffis.
Children at Play in Many Lands—Hall.
The Chinese Boy and Girl—Headland.
Missionary Explorers Among the American Indians—Humphreys.
The Boy's Catlin—Humphreys.
Wigwam Stories—Judd.
Black Bearded Barbarian—Keith.
Romance of Missionary Heroism—Lambert.
The Children's Hero Series—Lang.
The Story of Patteson—Elma K. Paget.
Livingstone—Vautier Golding.
Stanley—Vautier Golding.
Chalmers—Janet H. Kelman.
Manuel in Mexico—McDonald.
(Many other volumes in this series known as Little People Everywhere Series.)
Livingstone, the Pathfinder—Matthews.
The Dragon and the Cross—Paine.
Chinese Fairy Stories—Pitman.
When I Was a Boy in Japan—Sakae.
When I Was a Boy in China—Lee.
(Other books in this series include Life in Greece, Italy, and Palestine.)
Topsy-Turvy Land—Zwemer.
Zigzag Journeys in the Camel Country—Zwemer.

The Junior Workers' Library.—The management of a Junior Department requires that those who attempt the work shall know the Bible they teach, the children they teach, the work of the Sunday school in which they teach, and the work of teaching itself. The following books should be found on the shelves of the Junior Workers' Library.

THE BIBLE

A Dictionary of the Bible (one volume)—Davis.
A One Volume Commentary—Dummelow.
The Story of Jesus Christ—Phelps.
Bible Miniatures—Wells.
The Romance of the English Bible—Faris.

THE HOLY LAND

Out-of-Doors in the Holy Land—Van Dyke.
The Historical Geography of the Holy Land—Smith.

PSYCHOLOGY

The Child as God's Child—Rishel.
The Child for Christ—McKinney.
The Unfolding of Personality—Mark.
Psychology of Childhood—Norsworthy and Whitely.

CHILD STUDY

The Unfolding Life—Lamoreaux.
Fundamentals of Child Study—Kirkpatrick.
Child Nature and Child Nurture—St. John.
The Natural Way of Moral Training—Du Bois.
Some Silent Teachers—Harrison.

LESSON TEACHING

Talks with the Training Class—Slattery.
Stories and Story Telling—St. John.
The Point of Contact in Teaching—Du Bois.
Seven Laws of Teaching—Gregory.
The Pupil and the Teacher—Weigle.
Hand Work in Religious Education—Wardle.

MISCELLANEOUS

Graded Social Service—Hutchins.
The King and His Wonderful Castle—Brown.
The Graded Sunday School in Principal and Practice—Meyer.
Nature Study and Life—Hodge.
The Renewal of Life—Morley.
The Junior Worker and His Work—Baldwin.
Junior Hymns and Carols—Leyda.
Games (Suggestions for the play life of the children)—Bancroft.
Hymnal of American Youth—Smith.
Educating Through Story Telling—Cather.
Motives in Religious Education—Galloway.

CHAPTER V

The Junior Program

"The need of the pupil is the law of the school"

It is impossible to measure the value to character-building of a carefully prepared, properly adapted, and reverently conducted program. Such a program will arouse and cultivate the religious feelings of love, praise, loyalty, gratitude, good will, and reverence; it will also afford an opportunity of expressing such feelings in song, responsive Scripture reading, giving, prayer, careful attention, cheerful obedience, and in thoughtful service to others. Such a program will encourage and fix the habits of daily Bible reading and prayer, systematic giving, and church attendance. Such a program will develop love and loyalty to God, to his house, to his day, and to his Book.

If the program is to make such a genuine contribution to character-building, there are certain elements which should appear in the order of service every Sunday. These are worship, fellowship, instruction, service to others, and business; and all these elements should be welded together in such a careful way as to result in a service which is both worshipful and joyous. It must be remembered, however, that no matter how worshipful and joyous the program itself may be, it will fail to impress the pupils in this way unless the

officers and teachers take part in the service with reverent spirit and show that they join in the song, the prayer, the responsive Scripture reading, the giving, and the lesson teaching, because they truly love the Lord. The program should be carefully planned and arranged by the superintendent, and written copies furnished for the assistant superintendent and the pianist. The length of time given each period will depend upon the time allotted for the whole service. Each period should receive its proper proportion of time. In this way the program may be well balanced.

Great care must be taken in conducting the program. The following suggestions may be helpful:

Provide for the time before the opening of the session. A program can easily lose its power and its charm because of the undirected activities of children who arrive very early or because of those late comers who disturb the service by their arrival after it has opened. The first class needs to be kept busy or their active minds and bodies soon stray into paths of mischief. The second class needs to be furnished with an incentive for arriving on time, and when because of pure interest they do come punctually, they should be set to work at once. Thus it becomes part of every junior teacher's work to provide carefully for the time before the session. Every pupil should be actively employed all the time, although merely to employ him is not the sole aim of the plan. The work suggested should furnish material for his character-building; and the teacher should include direct instruction for the purpose of creating cor-

rect ideals for living, as well as training for the purpose of forming and fixing good habits. The junior years belong to one of the principal habit-forming periods of life, and any teacher who will avail himself or herself of the time "before the session" will find opportunity for helping the children form habits of punctuality, industry, and reverence for God's day and God's house. The teacher who fails in this provision will assist in the formation of habits of tardiness, idleness, and irreverence. Hence the following suggestions for the use of the time before the session are given:

For Teachers of Graded Lessons.

(a) Have a memory drill on the correlated work.
(b) Plan for finishing any incomplete pages in the work and study books.
(c) Provide for doing some of the suggested extra honor work.

For Teachers of the Uniform Lessons.

(a) Have a memory drill on the graded supplemental lessons.
(b) Plan for map-drawing, using the maps in the Bible or in the Quarterly for copies. Let the maps include Palestine and Egypt of Old Testament times and the Palestine of New Testament times.
(c) Read to the class short stories from the lives of some of the world's greatest missionary heroes.

For All Junior Teachers.

(a) Read to the class (one or two chapters each Sunday) such books as "The King and His Wonderful Castle," by Brown; "Good Health" and "Control of Body and Mind," of the Gulick Series; "A Song of Life," by Morley. Use these books for the purpose of securing intelligent pledge signers.
(b) Read to the class stories from Everyland, a missionary magazine of thrilling interest to boys and girls; from such books as "Topsy-Turvy Land," by Zwemer; "Twelve Little Pilgrims Who Stayed at Home," by Scott; "Old Country Heroes," by Mason. Use these books for intensifying missionary enthusiasm and directing the children's thoughts to the recruits needed for the field.

(c) Let the class prepare picture post cards which they have received to be sent to the home and foreign missionaries for the purpose of delighting the children in those places. (Write to Rev. Samuel D. Price, Secretary of the Department for Utilizing Surplus Material of the World's Sunday School Association, 218 Metropolitan Tower, New York City. He will tell you how to send this material to the missionaries.)

(d) Let the class make a Scriptural scrapbook to send to one of the children's hospitals or to an orphans' home. Verses of Scripture (capable of being illustrated) are chosen by the teacher and written or printed in the center of the page. The members of the class then illustrate the verses by pasting pictures above and below the verses.

(e) Let the members of the class find and mark with small strips of paper any Bible references the teacher expects to use in teaching the lessons.

Plan to have the late comers remain outside the junior room during the service of worship, or decide upon certain intervals during the service at which they may enter.

Request all teachers and officers to obey the signals given and to coöperate fully throughout the entire service.

A Separate Session

The following Order of Service is suggested for the Junior Department which meets in its own separate apartment:

I. Quiet Music.—To call attention to the fact that the service is beginning.

II. Service of Worship.
1. Invocation by superintendent.
2. Opening hymn.
3. Responsive Scripture reading (from memory).
4. Prayer (repeated sentence prayer).
5. Hymn.

III. Fellowship Service.
1. Welcome to new pupils and visitors.
2. Prayer for absentees.
3. Birthday greetings.
4. Departmental expressional activities.

IV. Bible Drill.

V. Business.
1. Attendance marked.
2. Offering made ready.
3. Individual and class credits given for regularity, punctuality, daily Bible reading and study, systematic giving, memory work, handwork, church attendance. Individuals receive credits for each of these items; the class receives credit only when every individual in the class has performed one or more of these duties.
4. Church attendance noted.
5. Class credits announced.

VI. Offering Service.
1. Offering brought to the front
2. Bible giving verses.
3. Offering prayer or song.

VII. Special Service.
This may be of a missionary, or temperance, or patriotic character; or it may be a recognition of Christmas, Easter, Children's Day, or Thanksgiving.

VIII. The Chief Instruction Period.
1. The correlated lesson.
2. The lesson for the day.

IX. The Closing Service.
1. Song.
2. Prayer.

X. Dismissal.
1. Quiet music.
2. Distribution of papers and library books.
3. Notices or announcements.
4. Wraps and hats put on.

Comments on the Program.—

(Note that every period has a contribution to make to character-building.)

I. *The Quiet Music.*—This music should be used for the purpose of creating a reverent atmosphere, and for training the pupils to respond to a gentle, instead of a loud, clanging signal for opening the session. It should consist of beautiful, dignified, churchly music which will appeal to the mind and soul as well as to the physical nature of the child. Such hymns as Come Thou Almighty King; Nearer, My God, to Thee; Jesus, Saviour, Pilot Me; Guide Me, O Thou Great Jehovah, are good examples of the kind of music which should be used in preparing the department for the service of worship. It is also well to use such great selections as Handel's "Largo," which will not only create reverent atmosphere, but develop a love for the best music. At the beginning of this music, all officers, teachers, and pupils should drop whatever they are doing and prepare for the service of worship.

II. *The Service of Worship.*—All junior workers should understand that the devotional service appears in the program for the purpose of awakening and cultivating in the children the religious feelings of love, gratitude, praise, penitence, reverence, and loyalty. The service should lead the pupils to commune with God in fellowship with one another. Suitable themes, such as God is Love, Thanksgiving to God, Serving God, Following Christ, Giving to God, The Risen Lord, Christian Soldiers, God's Care, God's Loving-Kindness, The Birth of Jesus, Our Native Land, may be used to guide the selection of hymns, prayers, and Bible verses of which the service of worship consists.

The hymns, the prayers, and the Scripture readings must be adapted to the interests and experiences of juniors, and all the ideas suggested or presented should be true for the children, involving no mental reservations.

The songs and hymns sung and learned by the juniors should be selected with the utmost care, for they will not only express the present religious feelings of the children, but because of their memorization they will become permanent mental possessions which the Holy Spirit will use to inspire and feed their souls when they are older. Hymns of praise, thanksgiving, service, martial hymns, prayer hymns, hymns leading the child to think of God's love, care, companionship, guidance, all these are good. The sentiment must be expressed in good language and the words set to good, churchly music in order to be worthy to be sung in a Junior Department. The hymns should be memorized, for ten hymns memorized are worth a hundred in a book. Such hymns as When Morning Gilds the Skies; The Son of God Goes Forth to War; All Hail the Power of Jesus' Name; Fling Out the Banner; Love Divine, All Loves Excelling; Holy, Holy, Holy, Lord God Almighty; My Faith Looks Up to Thee, are types of hymns and songs which should be chosen for the use of the juniors.

The Scripture passages should consist of portions which the juniors have memorized and should be chosen according to the theme of the program. Many of the Bible verses give beautiful and worshipful expressions

to the children's natural feelings of love, adoration, and loyalty.

The Prayer.—Careful attention should be given to this part of the service, for hundreds of junior children have learned to say the Lord's Prayer and heard many prayers, short and long, but they have not learned to pray. A subject for prayer should be chosen each week. It should be something of interest to the children. It may relate to the mission field, to a local temperance condition, to some matter affecting the church, or the children's homes, or their school, to the blessings, or sins, or needs of the children themselves. When the time for the prayer service comes, the superintendent should state the subject and explain why it is desirable to speak to the heavenly Father about it, then ask the children to pray about it silently. A repeated sentence prayer should follow, the superintendent leading and the children following phrase by phrase. In this way the children will learn how and about what to talk with God.

III. *The Fellowship Service.*—The children should be encouraged to think of one another and led to share one another's joys and sorrows. New pupils and visitors should be made welcome, the absentees should be prayed for, sick members should be sent kindly greetings, and birthdays should be recognized by a greeting, a prayer, and a song. The birthday greeting used in many Junior Departments is found in Numbers 6 : 24–26. Birthday offerings may be made and used to purchase flowers for the sick, or gifts for the poor.

Special departmental activities may be considered at this time. If there is a local or foreign need it should be stated to the children and they should be encouraged to say what they think ought to be and can be done. They should be led to pray for guidance in their decision and for blessing upon the chosen plan for rendering assistance. Juniors may naturally engage in the following activities: Beautifying their own church or room; helping their own classmates; dressing dolls and making toys or scrapbooks for hospitals and orphanages; growing flowers for the flower mission; making and selling lemonade to aid the poor children to have a week in the country; denying themselves visits to the moving picture shows or purchases of candy or gum to give the money for home or foreign mission stations; gathering post cards for the non-Christian children; singing at the old people's home; caring for injured or neglected animals.

IV. *The Bible Drill.*—The Bible drill is used to help the children fix Bible facts and Scripture passages in their memories. There are several kinds of drills and they should all be used in order to vary the program. The drill should last about five minutes. There are number drills when all the answers are numbers; name drills when all the answers are names of persons; place drills when the answers are names of places; reference drills when the answers consist of statements of the book, chapter, and verse in which a certain Scripture passage is found; Bible verse drills when the answers state the verse after a reference has been given; brief

story drills when the superintendent tells a story and the children are asked to supply names of persons and places.

The number drills include such questions as, How many books are there in the New Testament?

The name drills include such questions as, In what book are the Ten Commandments found?

The place drills include such questions as, Where was Jesus born?

The reference drills include such questions as, Repeat the words found in Psalm 100.

The Bible verse drills include such questions as, Where can I find the verse, "God so loved the world, that he gave his only begotten Son"?

V. *Business.*—In every department of the Sunday school there are some items of business which must be attended to during the time of the session, and there are others which can be attended to before or after the session. Only those which make some contribution to character-building should have any place in the session. The attendance should be reported in order to enable the teacher and the pupils to look after the absentees, not for the sake of saying so many were present; the amount of the offering of each pupil should be reported in order to encourage systematic giving, not to arouse the spirit of rivalry among classes, for the spirit in which a gift is made is of more value than its amount; and class credits should be announced in order to encourage the formation of right habits, such as the habit of church attendance.

This work should be promptly done, especially in a department where the classes above the first year are organized. Under such circumstances the presidents and secretaries do the work (under the teachers' guidance) and make the report to the department; in the first year classes the teachers make the reports.

VI. *The Offering Service.*—The offering should be received in such a way as to develop love of giving to God; to bring the thought of stewardship to the minds of the children; to lead them to recognize their obligation to give.

The offering may be brought to the front by the class treasurers, and while these pupils wait before the teachers, some familiar giving verses may be repeated, a giving song may be sung, and a prayer giving the money to God may be made. The following is appropriate:

(a) Bible reasons for giving.

Supt.—From whom do all our good gifts come?
Response.—"Every good gift and every perfect gift is from above, and cometh down from the Father."
Supt.—What is the best gift of all that God has given to us?
Response.—"God so loved the world, that he gave his only begotten Son, that whosoever believeth on him should not perish, but have eternal life."
Supt.—Since he has done all these things for us, what does he wish us to do?
Response.—"Freely ye have received, freely give."
Supt.—How can we give to God?
Response.—"Inasmuch as ye did it unto one of these my brethren, even the least, ye did it unto me."
Supt.—What has Jesus said about the happiness of giving?
Response.—"Remember the words of the Lord Jesus, that he himself said, It is more blessed to give than to receive."

(b) Offering Prayer, or Song.

We give thee but thine own,
Whate'er the gift may be:
All that we have is thine alone,
A trust, O Lord, from thee.

Oh, bless the gifts we bring,
And let them useful be:
Whate'er for thine we do, O Lord,
We do it unto thee. Amen.

VII. *Special Services.*—In the past many schools have arranged celebrations of special days which have not contributed to character-building. Instead of planning a recognition of the day which will emphasize its meaning through simple, beautiful, and reverent music, story, and Scripture, and result in larger joy, increased faith, and true self-forgetfulness on the part of the pupils, they arrange a program made up of flashy music and poor recitations which lead to the development of anything but a worshipful spirit. Often much of the session time for many weeks is taken to prepare for such a celebration, and the children having solos and recitations are drilled so unwisely that the work results in self-conceit and pride in those who take part and envy and discontent in the hearts of those who have not been so fortunate as to have a place on the program. It is best to have a brief but fine recognition of the day by the use of some great hymns, appropriate Scripture, a beautiful poem or story. One or two new songs may be learned, and there may be a song or a recitation by a girl or boy, but all should be prepared with the thought of emphasizing the meaning of the

day and not the ability or the apparel of those who take part in the program.

VIII. *The Instruction Period.*—This period should cover thirty or thirty-five minutes. It would be well if it could be broken and if a plan could be arranged whereby the correlated lesson could be given at one time and the regular lesson at another time during the session, for juniors can not well be held for a period of study of thirty consecutive minutes. Some schools have the correlated lesson before the opening service of worship.

IX. *The Closing Service.*—This service should be brief and reverent, so reverent that the pupils will naturally leave the room in a quiet and orderly way.

X. *The Dismissal.*—Quiet music is played to encourage a reverent atmosphere even while library books and papers are being distributed and wraps are being adjusted.

When the Juniors Must Meet with the Main Room

The following Order of Service, covering a period of one and one quarter hours, is suggested for a school where the juniors, intermediates, seniors, and adults must meet in the same room and have their opening and closing services together:

1. Music played softly to secure the quiet necessary before opening (1 minute).
2. Opening hymn (3 minutes).
3. Invocation (1 minute).
4. Responsive Scripture reading—all sitting—(5 minutes).
   (Choose a passage of Scripture suitable to the day or season of the year. Let each person use his or her own Bible.)

5. Memory hymn—one of the old church hymns (3 minutes).
6. Prayer (3 minutes).
7. Surprise period (5 minutes).
   (Any one of the following may be used on consecutive Sundays.)
   (a) The story of the writing of one of the church hymns.
   (b) A missionary story.
   (c) A temperance story.
   (d) A story from the life of one of the Church heroes.
   (e) A story of how the Bible has come down to us.
   (f) A talk by the pastor on the Church doctrines.
   (g) The reading of an appropriate poem or piece of prose.
   (h) The singing of a suitable vocal solo.
   (i) The learning of a new song or hymn.
8. Fellowship service (5 minutes).
   (Recognition of visitors, new pupils, birthdays, and church attendance. Prayer for absentees.)
9. Business (4 minutes).
   (Attendance marked, offering received, class credits given, church attendance noted.)
10. Offering service (2 minutes).
11. Bible drill (5 minutes).
    (Let juniors, intermediates, and adults all join in this drill.)
12. Hymn (3 minutes).
13. Lesson period (30 minutes).
14. Quiet music to announce close of lesson period (1 minute).
15. Closing prayer (1 minute).
16. Soft music to create the right atmosphere for a reverential dismissal.
17. Distribution of literature and books.
18. Dismissal.

Comments.—Please note comments on program for a separate session. They will also be helpful in planning for this kind of program.

CHAPTER VI

Lessons[1]

"The need of the pupil is the law of the school"

A curriculum must be chosen for the Junior Department. There are two types of curriculums from which a choice may be made. One type consists of lessons on certain subjects which have been chosen for the curriculum because of their value in character-building. These subjects are taught without regard to the physical, mental, or spiritual development of the pupils. The lessons in the International Uniform Series form a curriculum of this type. The other type consists of lessons the subjects of which have been chosen with special reference to the interests, experiences, and needs of the pupils in each grade. The International Graded Lesson Series is a course of this type.

Since "the need of the pupil is the law of the school" it is self-evident that the latter type of course is the one it is desirable to use in the Junior Department.

There are two courses: the Uniform and the Graded.

What We Mean by Uniform Lessons.—The International Lesson Committee has for over forty years selected one Bible passage as the lesson for the entire school without special reference to the grade to which

[1] The basis for the paragraphs of this Chapter is a leaflet on the Graded Lessons which has been widely circulated. Because this message is simple and complete it is given here.

it should be taught. It is known as the International Uniform Lesson for the reason that the same lesson is uniform throughout the school. The editors and publishers take this list of lessons for the year, and issue a graded treatment of this lesson passage and in this way, throughout the years, they have tried to adapt the lesson to several departments from the beginners through to the adult classes.

What We Mean by Graded Lessons.—This same Lesson Committee in 1909 issued an additional course of study called the International Graded Course, consisting, not of one Scripture lesson for the entire school, but of a separate series of lessons for each year or grade, chosen with direct reference to the age and ability and need of the pupils. Naturally, these lessons group themselves into a course for beginners, consisting of two series of lessons; a course for primary children, consisting of three series of lessons; a course for the junior pupils, consisting of four series of lessons; and so on through the young people's departments, with elective courses for the adults. In other words, we have a thoroughly graded course of study for the entire school, and we have separate textbooks or other helps for each year. The course covers seventeen years.

As these lessons are planned to meet the needs of the pupils, it follows that they will be helpful in all schools where pupils of the age for which the lessons are outlined are enrolled. The teaching of these lessons does not depend for success upon the conditions under which they are taught half so much as do the Uniform Lessons,

for as the lessons are suited to the pupils their interest in the subject matter is at once aroused. Moreover, these lessons are suited to the small group in the country school quite as well as to a similar group in a well-organized city school.

It has required a skilled teacher to take material suitable for adults and make it over for children, and none know this difficulty so well as do the teachers themselves. The Graded Lessons, having been chosen for the children, will be found easier to teach, while the helps for the teacher that accompany the new courses are so finely planned that teachers will have adequate suggestions for their work both with the lessons and in the conduct of the class.

The purpose of the Graded Lessons is to meet the spiritual needs of the pupil at each stage of his development. The spiritual needs, broadly stated, are these:

1. To know God as revealed in nature, in the heart of man, and in Christ.
2. To exercise toward God the Father, and his Son, Jesus Christ, our Lord and Saviour, trust, obedience, and worship.
3. To know and do his duty to others.
4. To know and do his duty to himself.

Lessons are provided for fifty-two weeks in each year. The courses are planned for about nine months, October to June inclusive, in harmony with the ordinary public-school year, in order that schools open during this period only may not have an incomplete scheme of study. The lessons for the remaining three months, while not essential to complete the aim for the year, are valuable in

themselves, and either supplement the work which precedes or prepare for that which is to follow.

The Graded Lessons for the Juniors

The Junior Graded Lessons are a part of the whole course of completely graded lessons. They have been chosen and written for boys and girls nine, ten, eleven, and twelve years of age. The aim of the Junior Series is "To lead the child to become a doer of the Word, and to bring him into conscious relations with the Lord Jesus Christ, as his Saviour."

1. By awakening an interest in the Bible and a love for it; by deepening the impulse to choose and to do right.
2. By presenting the ideal of moral heroism; by revealing the power and majesty of Jesus Christ, and by showing his followers going forth in his strength to do his work.
3. By deepening the sense of responsibility for right choices; by showing the consequences of right and wrong choices; by strengthening love of the right and hatred of the wrong.
4. By presenting Jesus as our Example and Saviour; by leading the pupil to appreciate his opportunities for service, and by giving him a vision of what it means to be a Christian.

The lessons are arranged chronologically by periods in the first two years. In the last two years the chronological sequence is unbroken, except when a topical course on temperance is introduced.

1. The First Year lessons include early Old Testament stories and stories that Jesus told.
2. The Second Year lessons include stories of the conquest and settlement of Canaan; stories from the life of Jesus, from the lives of the apostles, and of later missionaries.
3. The Third Year lessons include stories from Hebrew history, and an introduction to the life of Christ.
4. The Fourth Year lessons include a study of the Gospel of Mark, studies in the book of The Acts, and stories of later missionaries.

All of the lessons have been chosen and written with the idea that the first great spiritual crisis comes to each life at about the age of twelve. At this time many children will become conscious of their relation to Christ, and will experience a strong impulse to give their lives in service to him. The lessons in this course seek to help the children obey this great impulse and to accept and publicly confess Christ as their Saviour.

The Teacher's Textbooks.—These books have been issued in quarterly parts for each year. They have been prepared for the purpose of giving the teacher the utmost help in the study of the lesson within the narrow limits of the book. They contain quotations from commentators, light from other Bible passages, and secular literature, hints on lesson preparation and presentation. They give suggestions for the instruction of the pupil in the use of his Work and Study Book; and there is a series of correlated lessons which are closely related to the main lessons, and which give the pupil much necessary information in regard to facts about the Bible, the geography of Bible lands, and the manners and customs of the people. The forewords in the textbooks contain statements of the characteristics and needs of the junior pupil, suggestions for the management of the Junior Department, and discussion of problems which arise in the department. The appendices contain lists of helpful books, hymns, and pictures. There are also many fine suggestive programs for use in the department.

The Pupil's Work and Study Book.—These books are issued in quarterly parts. It is most important that the pupil do the work here outlined, for by doing this work it is expected that he will learn to love the Bible, to form the habits of daily Bible reading and study, to do the assigned handwork neatly and accurately because it is connected with God's Word, to obey instructions, to memorize Scripture passages and hymns.

The first year book arranges for the work to be done *after* the teaching of the lesson; the books for the following years plan for the work to be done *before* the teaching of the lesson.

If the pupils do the work assigned them during the four years, at the end of the junior period they will have memorized over two hundred and fifty Bible verses, six great hymns, and the Apostles' Creed. Therefore, the teacher should do everything possible to interest the pupils in the Work and Study Book and to encourage them to do the work. The first step toward stimulating such interest is the doing of all the required work by the teacher herself. Words of praise and commendation may be used lavishly, but justly, as rewards. The Honor Roll may be used for the names of all those who do well the work in each book. The names can be posted at the end of each quarter. When introducing the Graded Lessons into the Junior Department it would be well to purchase and read carefully Miss Josephine Baldwin's book, "The Introduction and Use of the Graded Lessons—Junior Manual."

The Departmental Graded Lessons

Ever since the publication of the International Graded Lessons, the workers in the little Sunday schools, with enrollments of fifty members, more or less, have been facing the problem of their introduction in the schools. It is recognized that these lessons are very desirable, because of their close adaptation to the pupil, and yet this very characteristic prevents many a small school from adopting them. The fine adaptation of the lesson material demands close grading of the pupils in the various departments and this close grading cannot be secured in a little school where the pupils and teachers are few in number and the building equipment quite meager. The class, not the department, is the unit of division in such a school. Usually, there are five or six classes, the number depending upon the number of pupils and available teachers. In each class there are two or three, possibly four grades of pupils. If it were possible to teach three or four different lessons in the same class at the same time, the present Graded Lessons could be as successfully used in the small school as in the large school. But such a plan is ordinarily impossible because leaders with educational vision and adaptive ingenuity are not at hand and, therefore, the workers in many small schools have delayed introducing the lessons.

Some large schools, also, have had great difficulty in handling the complex seventeen-year course, although

[1]For sample of these lessons write to the publishers of this volume.

they sincerely desire to use the best system. Some have been so sadly confused and perplexed that they have given up the new course and have begun again to use the old Uniform Lessons. Thus there are many schools that find the graded-lesson system with all its advantages more than they are able to handle. For this reason, those who know the great Sunday-school field have felt the need of a simpler lesson plan than that which the system graded by years offers.

Thus the Departmental Graded Lessons for the elementary division have been planned and issued. These lessons are based on the outlines used for the International Graded Series. They have been modified so as to make the lessons suitable for use in schools which desire to begin the year's work in January instead of in October. But the distinctive feature of the series is that but one lesson is to be used by all the classes in a single department. Thus it will not be necessary to have more than one beginners class, one primary class, and one junior class in each school, unless the departments are so large that classes must be divided.

Workers experienced in the departments for which they write have adapted the lessons most skillfully, so that they are suited to all the children of the department.

Other noteworthy features of the lessons are these: they are Biblical in basis; they are evangelical in character; they are published as periodicals.

The helps for both teacher and pupil are issued in quarterly or leaflet form, each lesson being dated for a

particular Sunday. They are to be used once only. Each quarter there will be fresh material on new lessons, so that the entire course will be covered in the allotted number of years; but the material for three years will be offered for successive use instead of for simultaneous use.

Special attention is called to the fact that the equipment for the new lessons includes a Picture Roll for the Beginners Department and a Picture Roll for the Primary Department.

It should be noted that the International Graded Lessons for the Intermediate and Senior departments are arranged for departmental use.

The Departmental Series is not prepared for the purpose of urging the substitution of these lessons for the lessons graded by years in those schools which wish to retain them, but to meet the demand of schools whose needs have not been met in the preparation of previous lessons and the desires of schools which are not satisfied with them.

The Junior Departmental Lessons

The Aim of the Lessons.—"To lead the boys and girls to become doers as well as hearers of the Word and to prepare them to enter into personal relations with Jesus Christ."

The Teacher's Textbook.—These books are quarterly periodicals. They contain suggestions for analyzing, studying, and teaching the lessons. There are selections from Bible commentaries and from secular litera-

ture. They also contain suggestive department programs, and the music of some of the fine hymns the juniors should know.

The Pupil's Work and Study Book.—This book is the pupil's textbook. It contains the lesson title and memory text, and a picture illustrating the lesson. Bible readings and home work are suggested for each day. It is very important that the pupil be inspired and encouraged to do the work suggested in this book, for it has all been outlined for the purpose of furnishing the child with material for character-building.

Graded Supplemental Lessons

Graded Supplemental Lessons are not needed when the Closely Graded or Departmental Graded Lessons are used. But when the Uniform Lessons are used, then the Supplemental Lessons must be taught if the pupil is to receive important knowledge of the Bible, and if he is to memorize certain great Scripture passages and church hymns.

The following topics, texts, and hymns show the work to be accomplished by the nine-, ten-, eleven-, and twelve-year-old pupils. They are not arranged in the order for teaching. The list is taken from a leaflet issued by the International Sunday School Association.

Facts About the Bible.—General divisions, names of groups, names of books.

Contents of the Bible.—Stories of events and people: The Creation, The Flood, The Giving of the Law, The Exodus, Abraham, Joseph, Moses, Joshua, Gideon, Samuel, David, Elijah, Nehemiah, Esther, Daniel, John the Baptist, Jesus, Peter, John, Stephen, Philip, Paul.

Scripture.—God's Word: II Tim. 3 : 16, 17.
Giving: II Cor. 8 : 12; 9 : 7.
Temperance: Prov. 23 : 29–32; I Cor. 3 : 16, 17; Hab. 2 : 15 (first clause); Hab. 2 : 12; Prov. 16 : 8; 14 : 34.
Sin and Salvation.—I John 3 : 4; James 4 : 17; Rom. 3 : 10–23; Gal. 6 : 7; Prov. 5 : 22; 28 : 13; Isa. 59 : 2; I John 1 : 9; John 3 : 16; I Cor. 4 : 11; Matt. 7 : 24–27; John 15 : 10–14; 14 : 16, 17, 26.
The Ten Commandments: Ex. 20 : 1–17.
The Beatitudes: Matt. 5 : 1–11.
Missions: Mark 16 : 15; I Chron. 16 : 24; Hab. 2 : 14.
Miscellaneous: Matt. 10 : 2–4; Rev. 21 : 14.
The Seven Words from the Cross and Eleven Appearances After the Resurrection.
Church Hymns: All Hail the Power of Jesus' Name; My Faith Looks Up to Thee; From Greenland's Icy Mountains.

A Basis of Promotion

When a basis of promotion connected with any series of lessons is outlined, the aim of the course must be carefully considered. If the aim has been realized, or nearly realized, the pupil is ready for promotion. The aim of the junior course is "To lead the child to become a doer of the Word, and to bring him into conscious relations with the Lord Jesus Christ, as his Saviour." Therefore, if the pupil who completes the junior course has become conscious of his relations to Christ, the Saviour, has publicly confessed Christ as his Saviour, and is showing that he is a doer of the Word by reading his Bible and praying daily, by attending church, by giving regularly, by making gladly an increasing number of right choices, and by serving others, then he is ready for promotion into the Intermediate Department. Such a standard for promotion would be of the highest type, and would lay stress on the most important questions, which are: What has this pupil become

because of his work in the Junior Department? What habits has he formed? What can he do for others? What choices is he able to make? Are his deeds courageous or cowardly? Is his speech clean and pure? Such a basis of promotion would consider of much less importance such a question as, What can he repeat from memory?

But it is difficult to find a test by which to learn these facts. Often neither the teacher nor the parent knows the child well enough to ascertain the information. Therefore, we must be satisfied at the present with a test which may indicate what he has become, what habits he has formed, and what he longs to do for Christ and others. A close examination of the work outlined in the Pupil's Work and Study Books will lead to the conclusion that if this work has been faithfully done (which work includes the memorizing of certain Bible verses and church hymns) there is reason to believe that the pupil has become a doer of the Word, and is conscious of his relations with Christ. Therefore, the basis of promotion from grade to grade should be the doing of the work in the Pupil's Work and Study Books. Those pupils who have completed seventy-five per cent of all the books receive diplomas; those who have completed one hundred per cent of the books are promoted with honor; and those who complete in addition the extra honor work, are promoted with extra honors. All other pupils are promoted to the Intermediate Department without any recognition, at the age of thirteen. (Read Introduction to Graded Lessons, by Josephine Baldwin, for special suggestions in regard to a basis of promotion.)

CHAPTER VII

Temperance Education

"The need of the pupil is the law of the school"

The juniors should have well-graded temperance instruction for they are passing through one of the great habit-forming periods, and if properly trained will readily and easily form the habits of self-control and self-denial, which result in the choice of nourishing food, healthful drink, clean thinking and speaking, and right-doing. Such instruction should be given primarily in the home; but the day school and the church should add their influence to the work by recognizing that the subject has a place in the curriculum of both institutions, and the Sunday School Committee or Association of each church should direct the superintendents and teachers of all departments to have a regular time for temperance instruction. This will of course include the junior workers. Often junior superintendents and teachers desire to give such instruction, but are at a loss to know where to find material for a constructive course, and how to use the material when it is found. For this reason let us consider briefly the following topics: The Aim of Temperance Instruction; Temperance Lessons for Juniors; A Temperance Policy for the Junior Department; Methods of Teaching

Temperance; Sources of Material; Temperance Activities for Juniors; Temperance Instruction Through the Program; A Junior Temperance Society.

The Aim of Temperance Instruction.—No junior worker will be able to teach this subject successfully unless he or she understands the "aim" or "purpose" of the instruction. When once the "aim" is clearly understood it is not so difficult to choose the material for a course of lessons, nor so hard to find the right methods of teaching.

Note the aim stated here:

"To cause the child to know that his body is the home of his soul and the temple of the Holy Spirit; to teach him that it is necessary to keep this body clean, pure, and strong (as God expects it to be) if it is to be fit for a large service to God and man, which will result in a life of great usefulness and much joy."

Temperance Lessons for Juniors

In order that the "aim" may be realized and that the children may learn to preserve and use all their physical, mental, and spiritual powers in the service of God, the lessons they are taught must teach:

1. That God is their Creator and desires that their bodies be kept pure, clean, and strong for his service.
2. That God loves all his children and that they will have the power to show great love for him in great service if their bodies are strong.
3. That God has provided the great gifts of fresh air, sunshine, food, and drink that the body may grow and be strong.
4. That there are right and wrong ways to use God's good gifts.
5. That there are certain duties all children can and must perform if the body is to be kept pure, clean, and strong, *e. g.*, breathing fresh air, eating nourishing food, drinking clean water and milk, caring for the teeth, ears, eyes, and all other parts of the body.

6. That God has given his children the power to choose to use the good gifts and to deny themselves the wrong foods and drinks; that they also have the power to choose to take good care of all parts of the body.
7. That it is sinful to eat, or drink, or do anything that weakens or defiles the body or the brain, and that the consequences of such sin are terrible.
8. That they are responsible for helping others to care properly for their bodies.
9. That Christ will help them to obey God's commands in regard to the care of the body.
10. That obedience to God's commands brings usefulness and joy and peace and blessing.

A Temperance Policy for the Junior Department

The following policy is only suggested; it may be of service in outlining a better plan. But when the final decision is made in regard to a policy or plan, it should be carried out fully. Such a policy will lead to large service for the children.

The temperance policy of the Junior Department shall be:

1. To furnish constructive temperance education in the lesson and in the program through the use of Bible stories, stories which arouse the desire to care for the body, Scripture passages, temperance songs, and prayers for personal purity.
2. To furnish opportunities for self-expression by learning or signing a temperance pledge; by making choices of certain right actions, such as keeping the body clean and pure, going to bed early, eating the right food, refusing to use impure language or listen to unclean stories.
3. To furnish examples of pure, clean, abstemious living in the lives of the teachers and officers of the department.
4. To make all possible endeavor to have the children associate with good, clean companions at school and at play.
5. To live and work so as to help create public sentiment in favor of right habits of self-control and self-denial and against

self-indulgences which destroy the body and impair the mind.

6. To request the workers to read the following books:
   A Study of Child Nature—Harrison.
   The Training of the Human Plant—Burbank.
   Alcohol and the Human Body—Horsley and Sturge.
   The Broadening Path—Forbush.
   A Song of Life—Morley.
   The King and His Wonderful Castle—Brown.

The methods of teaching temperance will be the same as those used in teaching any other subject to juniors. They must be chosen because they interest juniors and lead them to think and to do right. The methods most successful with juniors include the use of stories, songs, Scripture passages, and pledges which appeal to juniors, and the suggestion of activities in which juniors may naturally engage.

Special Suggestions for Junior Teachers

There are splendid temperance lessons in the Junior Graded Lesson Series. Note the following: First Year, Lessons 35, 36, 43, 44; Second Year, 2, 4, 5, 6, 7, 15, 44, 45, 49, 51; Third Year, 2, 5, 10, 23, 30, 34, 36, 37, 38, 39, 40; Fourth Year, 9, 14, 29.

Other story material may be found in the following books:

Yourself—Guerber.
Graded Temperance Helps—Dietz.
A Song of Life—Morley.
Scientific Temperance Lessons—Davis.
The Moral Problem of the Children—Chapman.
The Stories Mother Nature Told Her Children.
Five Books of the Gulick Hygiene Series.

Tobacco as the Physician Sees it.[1]
A Physician's Talk on Alcohol.[1]
Life's Beginnings—Winfield S. Hall.
The King and His Wonderful Castle—Brown.

(Every junior teacher and superintendent should have Miss Maltman's Junior Temperance Service, W. H. Dietz, 20 E. Randolph St., Chicago, Illinois.)

The pupils should be intelligently taught and led to sign some such pledge as the following:

THAT I MAY GIVE TO GOD AND MY FELLOW-MEN

MY BEST SERVICE

I Pledge Myself, with God's Help

NEVER TO USE INTOXICATING LIQUOR

As a Drink, and I Promise to Do All I Can to End the Drink Habit and the Liquor Traffic.
I Also Promise

NEVER TO USE TOBACCO

In Any Form, and to Exert My Influence Against Its Use by Others.

Name.....
Place.....
Date.....

Such songs as Yield Not to Temptation; True-Hearted, Whole Hearted; My Soul, Be on Thy Guard; Sound the Battle Cry; Who Is on the Lord's Side; Hark, the Temperance Bells Are Ringing; Onward, Christian Soldiers; and Dare to Be Brave, Dare to Be True, are good. Every junior should know God's Hero, a song from the Junior Graded Lesson Textbook, Third

[1] Published by the Sunday School Times Co., Philadelphia, Pa.

Year, Part III; the following is also a beautiful hymn and is sung to the music of Just As I Am:

"Just as I am, Thine own to be
Friend of the young, who lovest me,
To consecrate myself to Thee
O, Saviour dear, I come, I come.

"In the glad morning of my day
My life to give, my vows to pay,
With no reserve, and no delay,
With all my heart, I come.

"I would live ever in the light,
I would work ever for the right,
I would serve Thee with all my might,
Therefore, to Thee I come, I come.

"Just as I am, young, strong and free,
To be the best that I can be,
For truth, and righteousness and Thee,
Lord of my life, I come."

The following Bible verses for juniors will be found useful:

1. Every good gift and every perfect gift is from above, coming down from the Father. James 1 : 17.
2. Eat in due season, for strength. Eccl. 10 : 17.
3. Abhor that which is evil; cleave to that which is good. Rom. 12 : 9.
4. Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God. I Cor. 10 : 31.
5. Be not overcome of evil, but overcome evil with good. Rom. 12 : 21.
6. Daniel purposed in his heart that he would not defile himself with the king's dainties, nor with the wine which he drank. Dan. 1 : 8.
7. Glorify God therefore in your body. I Cor. 6 : 20.
8. Set a watch, O Lord, before my mouth. Ps. 141 : 3.
9. As he who called you is holy, be ye yourselves also holy in all manner of living. I Peter 1 : 15.
10. Watch ye, stand fast in the faith, quit you like men, be strong. I Cor. 16 : 13.

11. Be not wise in thine own eyes; fear the Lord, and depart from evil. Prov. 3 : 7.
12. Create in me a clean heart, O God; and renew a right spirit within me. Ps. 51 : 10.
13. Touch no unclean thing. II Cor. 6 : 17.
14. Blessed are the pure in heart: for they shall see God. Matt. 5 : 8.
15. If sinners entice thee, consent thou not. Prov. 1 : 10.
16. Love worketh no ill to his neighbor. Rom. 13 : 10.
17. Follow after righteousness, faith, love, peace. II Tim. 2 : 22.
18. Know ye not that ye are a temple of God, and that the Spirit of God dwelleth in you? I Cor. 3 : 16.
19. Evil companionships corrupt good morals. I Cor. 15 : 33.
20. Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things. Phil. 4 : 8.

The following silent teachers render splendid service:

A wall pledge, a temperance flag, a temperance map of your country, a temperance bulletin board. Such posters, charts, pledges, leaflets, and so forth, can be secured from the National Temperance Society, 373 Fourth Ave., New York; The National W. C. T. U., Evanston, Illinois; The Scientific Temperance Federation, Boston, Mass.; Your own denominational temperance committee.

Temperance activities in these years from nine to twelve are chiefly personal because the child's social conscience has not yet fully developed. He has, however, the ability to make right choices and should be led to choose to do the following acts because they mean personal benefit to himself: go to bed early; keep the body clean; eat right foods; drink water and milk only; attend only clean moving pictures; learn and sign the pledge; abstain from listening to impure stories, looking at unclean pictures, and using profane language.

The junior superintendent should make careful preparation that the subject of temperance may have a place on the program at least once a month. Reliable facts should be given the pupils, temperance songs should be sung, and temperance Scripture should be repeated.

Here are suggestions for Temperance Five-Minute Program Periods:

1. Have the school sing a temperance song.
2. Ask some one to pray for the temperance cause.
3. Give talk on the evils of the use of tobacco.

(Purchase Tobacco As a Physician Sees It [3 cents], Sunday School Times Co., Philadelphia, Pa.; also The Injury of Tobacco [2 cents], Pennsylvania State Sabbath School Association, 1511 Arch Street, Philadelphia, Pa. Purchase tobacco charts from National W. C. T. U., Chicago, Illinois.)

4. Distribute and explain the value of leaflets furnished free of charge to older pupils. (Suggested leaflets: Clean Hands; Twenty-five Thousand Dollars for a Boy; Kept Clean; You're a Brick; Three Manly Boys. National Temperance Society, New York. Two cents a set.)
5. Show and read a temperance poster.
6. Show and explain a temperance map of the state or United States.

(Secure from National W. C. T. U., Evanston, Illinois, and Anti-Saloon League, Westerville, Ohio.)

7. Relate some of the famous deeds of such persons as Frances Willard, John B. Gough, Neal Dow, Father Matthew, Francis Murphy, and Anthony Comstock.

(Write to the National W. C. T. U., Evanston, Illinois, for information in regard to these temperance heroes and heroines.)

8. Have a memory drill on Bible temperance texts.
9. Narrate briefly a striking instance of temperance or intemperance read in the newspaper or seen on the street.
10. Report current temperance events as noticed in the newspapers.
11. Hang a picture of a temperance hero or heroine on the wall for the day.
12. Tell an incident from a book in the temperance library, then call attention to the presence of the books in the library.

Secure such books as "The King and His Wonderful Castle."

13. Give an opportunity to sign the pledge.
14. Have the junior choir sing a temperance song.
15. Have a temperance recitation.
16. Have a temperance speaker outside the school present the temperance cause. Exercise care in the choice of the speaker.
17. Have all those who have signed the pledge repeat it in concert.
18. Have a talk by a policeman in uniform or other officer of the law, such as juvenile court judge, detective, and so forth.
19. Celebrate the birthday of one of the temperance reformers. (Write National W. C. T. U., Evanston, Illinois.)
20. Salute the flag of your country, temperance, and Christian flags. The temperance flag is pure white.

Salute for the Flag of Your Country.—"I pledge allegiance to my flag and to my country for which it stands: one nation, indivisible, with liberty and justice to all."

Salute for the Temperance Flag.—"I pledge allegiance to my flag, the emblem of temperance, self-control, pure thoughts, and clean habits; the white flag that surrenders to nothing but purity and truth, and to none but God, whose temples we are."

Salute for the Christian Flag.—"I pledge allegiance to my flag and to the Saviour for whose Kingdom it stands; one brotherhood, uniting all mankind in service and love."

A Junior Temperance Society

If it is desirable the Junior Department may be organized into a temperance society.

Name.—The Temple Builders.

Object.—To help girls and boys to know that their bodies are the homes of their souls, and the temples of the Holy Spirit; and to teach them that it is necessary to keep their bodies clean, pure, and strong, and thus fit for the service of God.

Officers.—A president, vice president, secretary.

Leaders.—The officers and teachers of the Junior Department.

Dues.—Five cents a month, to be used to purchase temperance material for instruction.

Motto.—"Keep thyself pure."

Meetings.—Meetings may be held once a month before or after Sunday school, and the opening service of the session that day may include temperance stories, Scripture, songs, and prayers.

CHAPTER VIII

Missionary Education

"The need of the pupil is the law of the school"

Missionary education is a vital part of general Christian education because it leads the child to think of others; it arouses his interest in others; it helps him to love others; it acquaints him with the needs of others, and leads him to respond to those needs. Because they have recognized its contribution to character-building, many junior workers have longed to give missionary instruction and training in their departments, but they have been at a loss to know where to find materials for such education, and how to use such materials when found. For this reason the following topics will be briefly considered: The Aim of Missionary Education; Missionary Lessons for Juniors; A Missionary Policy for the Junior Department; Methods of Giving Missionary Instruction; Sources of Material; Missionary Activities for Juniors; Program Suggestions.

The junior worker who would be successful in giving missionary education must first understand the aim or purpose of the work. When the aim is clearly defined, then one may gather the material of instruction and choose the right methods of presenting the subject.

The aim of missionary instruction is to cultivate feelings of love and sympathy for others; to arouse

interest in the various needs of others; to lead the children to respond to these various needs of others; to show that the greatest need of the world is to know God, and his Son, Jesus Christ; to help the children do their part in telling the gospel story and in extending the Kingdom of God.

Missionary Lessons for Juniors

In order that the aim may be realized, and that the child may love and serve God by loving and serving others in the name of Jesus, the lessons given him must teach:

1. That God is the heavenly Father of all his girls and boys.
2. That God loves all his children and wants to be loved by them.
3. That love for the heavenly Father may be shown by obedience to parents; by the care of flowers and pets; by kindness to friends and playmates; by loving service to others.
4. That many girls and boys who live in this great world are unhappy because they have never known their heavenly Father and have never heard of Jesus who loves them and who said: "Suffer the little children to come unto me."
5. That children who know Jesus may help him and make those who do not know him happy, by telling them of Jesus and his love.
6. That it is the duty of those who love Jesus to tell others by sending teachers (or missionaries) to them; by sending the Bible to them; by praying for them; by helping them with gifts of pictures, books, toys, clothes, money, and so forth; by preparing to go to teach them.
7. That it is a great thing to be of those heroes who bravely follow Jesus in obeying his command to go and teach all nations.
8. That to be a Christian means to be a missionary.
9. That the Holy Spirit will give to each boy and girl who follows Jesus the power to live, to suffer, or to die, if necessary, for Christ.
10. That the reward for obedience to his commands is a life of service and joy here on earth, and life everlasting with Jesus, the King of kings.

A Missionary Policy for the Junior Department

The following policy is merely suggested. Perhaps its largest service will be to suggest a better. When a policy is adopted, it should be followed as closely as possible.

The missionary policy of this Junior Department shall be:

1. To furnish adequate missionary instruction through the lessons and frequently through the session program by the use of missionary stories, pictures, Scripture passages, and songs.
2. To furnish opportunities for the expression of interest in the missionary cause through prayers for the missionaries, through the missionary offering, through graded missionary activities; through the suggestion that the girls and boys themselves may go some day to tell the "Story."
3. To furnish examples of lives full of missionary interest and activity in the lives of the teachers and officers of the department.
4. To have a missionary library for the use of the pupils and another for the use of the teachers. The teacher's library should contain: Graded Social Service, by Hutchins; Missionary Program Material for Teachers of Children Under Twelve Years of Age, by Ferris; A Manual of Missionary Methods, by Trull; The Sunday School Teacher and the Program of Jesus, by Trull & Stowell; Missions in the Sunday School, by Hixson; Five Missionary Minutes, by Trull; Missionary Programs and Incidents, by Trull; Making Things, by Hutton.
5. To send officers or teachers of the department to one of the denominational missionary conferences held each year, or to one of the Missionary Education Movement Summer Conferences.

The methods of giving missionary education will be the same as those employed in giving girls and boys other kinds of instruction and training. They must be

chosen according to the pupil's interest, experiences, and powers to live the truths taught, and they must provide for both the impression and expression of the truths. They will include the use of missionary stories, pictures, objects, songs, and Scripture passages for making deep impressions on the mind of the child, and they will provide avenues of expression by the use of missionary prayers, songs, offerings, and graded activities.

Sources of Material

In the Junior Department we may build upon the missionary teaching given in the Primary Department. The child is now ready for hero stories because he delights in deeds of daring, and longs to do something himself. The stories presented in the Junior Graded Lesson Series have been chosen for the purpose of cultivating the pupil's religious life. They furnish new knowledge for the child; they present a correct ideal of heroism; they introduce the pupil to noble men and women, and to good literature; "they create enthusiasm for the spread of the Kingdom"; they make the child understand that the power of Jesus and the work of the Holy Spirit are the same in the world to-day as they were long ago. Note the Themes: in the Second Year, Followers of the Lord Jesus; in the Fourth Year, The Gospel According to Mark; Studies in The Acts; Later Missionary Stories.

Other story material may be found in the following books:

Old Country Hero Stories—Brown.
Myths of the Red Children—Wilson.
The Dragon and the Cross—Paine.
The Story of Sonny Sahib—Cotes.
The Story of David Livingstone—Golding.
The Autobiography of John G. Paton.
Everyland, a monthly magazine.
Heroes of Missionary Enterprise—Field.
Missionary Story Sermons—Kerr.
Twelve Little Children Who Stayed at Home—Scott.
Missionary Heroes in Oceanea—Lambert.
Children at Play in Many Lands—Hall.
Other People's Children—Seebach.
Denominational Missionary Papers for Children.
Martin of Mansfeld—Seebach.

Pictures and Stereographs.—Pictures and stereographs will be found helpful. The portraits of famous missionaries, price according to size. (Missionary Education Movement, 45 W. 18th St., New York City.)

Note the pictures used in the Pupil's Work and Study Books with the missionary lessons in the junior course.
Use the pictures in Everyland, a monthly magazine. 45 W. 18th St., New York City.
China Stereographs, sixteen in set. Missionary Education Movement, 45 W. 18th St., New York City.

Interest in others may be stimulated by showing objects from countries where missionaries are at work. Such curios may be borrowed or rented from the denominational mission boards and from the Missionary Education Movement, New York. The following sets of Missionary Object Lessons for children may be purchased from the mission boards or from the Missionary Education Movement.

An African village, or kraal, lithographed in true colors, with a model of a grass hut and other objects.

The manual for teachers contains a six-chapter story on which to base the lessons.

American Indians.—A large lithographed American Indian camp, a model tepee and other objects, complete with manual for teachers.

A Japanese garden, model of house, and many objects used in a Japanese home, complete, with manual for teachers.

These Missionary Bible Verses for Juniors will be useful:

Isa. 64 : 8a; II Cor. 9 : 7b; Matt. 22 : 37-39; John 3 : 16; James 1 : 22; Matt. 10 : 8; John 13 : 35; Mark 16 : 15; Ps. 96 : 1, 3; Luke 18 : 16; Acts 22 : 15; Heb. 13 : 16; Josh. 1 : 9; Acts 1 : 8b; 26 : 19b; Rom. 8 : 35, 37; Matt. 8 : 19, 20; II Tim. 2 : 3; Matt. 5 : 16; Ps. 86 : 9, 10; II Tim. 4 : 7, 8.

These songs will be found helpful in Missionary programs:

The Son of God Goes Forth to War.
From Greenland's Icy Mountains.
Zion, Haste.
We've a Story to Tell to the Nations.
Christ for the World We Sing.
The Morning Light Is Breaking.
Fling Out the Banner.
Crown Him with Many Crowns.

Flags of all countries may be used occasionally to decorate the room. At other times the flags of one country may be used to interest pupils in the people of that country. Either tissue-paper flags or cotton flags may be purchased from W. H. Dietz, 20 E. Randolph St., Chicago, Illinois.

The flag of your country in cotton bunting and silk may be purchased for different prices according to size. The salute to the flag develops love for country and creates a desire to serve one's country. This salute is used:

"I pledge allegiance to my flag and to my country for which it stands: one nation, indivisible, with liberty and justice to all."

Follow the salute by singing your national hymn.

The Christian flag may also be purchased in cotton bunting or silk, price according to size. This flag has a white ground and a blue field in the upper corner on which is a blood-red cross. Saluting this flag develops love for God and creates a desire to share in spreading the Kingdom of God. The salute:

"I pledge allegiance to my flag, and to the Saviour for whose Kingdom it stands; one brotherhood, uniting all mankind in service and love."

Follow the salute by singing "Fling Out the Banner."

Missionary Library for Juniors.—Note books named under topic, "Other Story Material," and add as many of the following as possible:

The Chinese Boy and Girl—Headland.
Wigwam Stories—Judd.
The Children's Hero Series: James Chalmers—Kelman.
The Unmannerly Tiger and Other Tales—Griffis.
Children's Missionary Series (ten volumes)—Dwight.
Adventures with Four-Footed Folk—Brain.
Chinese Fairy Stories—Pitman.
Topsy-Turvy Land—Zwemer.
Zigzag Journeys in Camel Country—Zwemer.
Everyland.

Missionary Impressions May be Made Through Social Activities.—Children like and enjoy missionary meetings, parties, socials, and entertainments.

Miss Anita B. Ferris has written a valuable book for use with children under twelve years of age. It contains a chapter on the principles of program-building, two specimen programs, stories to tell, simple dramatic exercises, recitations, games, and so forth, classified under different countries. Missionary Education Movement, 45 W. 18th St., New York City.

"Just Plain Peter," by Janet Prentiss, is a dramatic entertainment for juniors. It is the story of two Italian orphans in a tenement, and the help given by a visitor from the mission.

Other suggestions for socials, plays, or demonstrations may be secured from the denominational mission boards.

The response to the missionary lessons taught the child should be a desire to help others. This desire should find expression in praying for others, in giving gifts of different kinds to others, and in serving others. Care should be taken that the prayers are brief, definite, and within the range of the child's experience. They should be repeated sentence prayers for in this way the child learns to pray for himself and for others. The gifts should include money which the child has saved or earned; toys, books, and pictures; clothing and food are also gifts which he can lovingly and intelligently give. The offering of money should be made weekly, just as the offering for the home church is made. Write to your own mission board for information in regard to the duplex-envelope system. It is a fine system of giving.

The service which the child renders should be:

1. In his own home, school, and church life, by simple acts of helpfulness.
2. In the community in which he lives, by gifts of money and things he makes for a day nursery, old people's home, settlement, or mission.
3. In the homeland in which he lives, by gifts which he sends to immigrants at our ports of entry, or to schools for Negroes, Indians, and others.
4. In far-away lands, by gifts to mission schools, hospitals, and teachers.

Such opportunities for service will often lead to a decision to serve others by going some day to a needy field in either the homeland or a foreign land.

The following suggestions for graded activities should be borne in mind:

Very young children may feed the birds; be kind to domestic animals; provide flowers for the sick, or aged, or others who may be made happy by them; help the poor by gifts of clothing, food, and fuel; send gifts of toys, books, and pictures to hospitals or orphanages; send gifts of money to those who are needy at home and abroad.

The junior boys and girls may do all those things suggested for the younger children in addition to the following: collect picture cards and pictures; make scrapbooks and picture books for hospitals and orphanages, also for home and foreign mission stations; collect magazines and papers for homes for the aged and the poor; make gifts of money, saved or earned, to the home and foreign missionary boards.

Sympathy aroused by current disasters at home or

abroad, such as storms, famines, and floods afford opportunities for training the child in service to others.

Write to the Department for Utilizing Surplus Material of the World's Sunday School Association, 218 Metropolitan Tower, New York City, for full information in regard to those missionaries of your denomination who need pictures, books, toys, and the like, as well as money.

Finally, here are suggestions for five-minute programs:

1. Have a missionary prayer.
2. Sing and explain a missionary song.
3. Give brief sketch of a great missionary.
4. Have a returned missionary speak.
5. Narrate a current missionary incident.
6. Call attention to the missionary bulletin board on which are newspaper or magazine clippings.
7. Explain a missionary object or curio.
8. Let librarian relate interesting passages from new missionary books.
9. Repeat a missionary Bible verse.
10. Have a missionary story.
11. Call attention to the missionary lesson in the Graded Lesson Series, if such a lesson happens to be taught on a particular day.
12. Celebrate the birthday of a great missionary.
13. Have salutes given to both the United States and Christian flags.
14. Have a special missionary offering service.
15. Hang a missionary map on the wall of the Junior Department and show how the Kingdom is spreading.

CHAPTER IX

Recreation

"The need of the pupil is the law of the school"

The church must recognize the fact that the child has a right to play and that play he must if he is ever to have a well-rounded Christian character. The junior needs play and he will instinctively seek what his life hungers for until he finds it. Sometimes he plays in the home and his companions are invited to share the good times which mean so much to him; sometimes he plays on the properly supervised public-school playground; sometimes he must play on the streets or in the alleys; seldom does he play in the church, for in many places the church has not yet awakened and taken its share in providing for the play life of the child. And yet the church ought to do its part in meeting this need of the child. In his hours of play a child voluntarily puts into practice all the rules of living which he has learned at home, at school, and at the church. He develops honesty, self-confidence, unselfishness, courage, obedience, the ability to think and decide rapidly, the spirit of love and friendship, and many other valuable traits of character; and when the church assumes the responsibility of guiding some of this play life, the whole life, physical, mental, spiritual, may be developed in a fine way that is unusual. Then there is

another thing to remember: The junior's boundless physical energy makes him passionately fond of play, and for this reason the church should set about suggesting something to do and not be continually talking about the things not to do. It is nerve-racking to a child to hear continually the word "Don't" whether it be at home, or at school, or at church.

Some churches have provided gymnasiums, reading rooms, and game rooms for their young people, all under the constant and efficient supervision which is absolutely necessary to success. The junior boys are allowed to attend on certain nights, the girls on other nights. The teachers of the boys attend the nights the boys are there and the teachers of the girls are present the nights the girls attend. In this way the children have the adult companionship they need and the teachers win the friendship of their pupils.

But hundreds of juniors have no such opportunity for the right sort of recreation. Yet there is no reason for discouragement, for much can be done through regular junior socials. These may be given every month, or every two or three months, as seems wise to those in charge of the work. When planning for the socials bear in mind the following suggestions:

1. Have a full and complete program. It is necessary to have the activities of the children under direction and control all the time.
2. Set a time for the arrival and departure of the children.
3. Plan the program according to the recreation interests and needs of the pupils. The program may include the telling of stories by the teachers, the playing of games by pupils and teachers; the singing of songs by all; the making of

some simple gifts for the poor or sick; the showing of good stereopticon or moving pictures; the acting of charades; the eating of light refreshments.

4. No prizes should be awarded. Credits may be given to all who win in the games and at the close of the social announcement may be made of those who earn the largest number.

Program Suggestions

The children enjoy such active games as "hide and seek," "follow the leader," "pebble chase;" also such quiet games as "find the ring" and "Simon says." They like hero stories; they like pictures of places and people; they like to contribute something of their own to the program, such as whistling by the boys and singing or reciting by boys or girls. They enjoy games in which there is a chance for group competition between the boys and girls. (A helpful book for teachers is "Games for the Playground, Home, School, and Gymnasium," by Jessie Bancroft.)

The following plans have been used by different Junior Departments:

A Missionary Social.—When the children arrived a number on a slip of paper was given to each. They were then told that when the bell rang they were to go downstairs and find the tables with the corresponding numbers. On each table they found many curios from some foreign country, and one of the older juniors told what they were and all he knew about the habits and customs of that particular country. Then the bell rang and each group changed to the next table. So the game progressed and all had a merry time.

A Japanese Social.—One of the boys brought his miroscope and the children went to Japan by seeing the pictures. When they arrived there, in imagination, they played Japanese games and had Japanese stories told.

An African Social.—One night just before the preparation for the Livingstone Centenary began the juniors played that they were all Africans. They used the African village curio box, had the story of Catla and Ara, and then played African games. (A helpful book is "Children at Play in Many Lands," by Kollock.)

A Christmas Party.—In a certain Junior Department one of the boys had been much interested in the opening of the Sunshine Home for Children in the community. The first Christmas it was open he was largely instrumental in having a Christmas party for the children. Before the next Christmas came around, Raymond was called to the heavenly home. But when Christmas came again, his mother remembered Raymond's interest in the Home. She came to his friends in the Junior Department and said if the juniors would give a party for the children at the Home, she would provide a tree in memory of Raymond. The pupils were delighted. Most of the children at the Home were younger than the juniors, and the matron had them write letters to Santa Claus asking for what they wanted. These she sent to the Sunday school and the juniors had lots of fun opening them and trying to provide what the children wanted. All the toys were not new (some of them the juniors had used), but they were all good. The juniors brought some of the decora-

tions that they could spare from the supply for their own Christmas trees, decorated the tree themselves, and wrapped and marked the packages. The party was held in the basement of the church, juniors and Sunshine children together. The children of the Home sang their songs and "said their pieces;" the juniors sang their songs, and one of the teachers told a beautiful Christmas story. Then the girls and boys distributed the gifts. The juniors were even happier than the Sunshine children.

A Birthday Social.—In a large department this may be an annual affair. A few weeks before the time of the social the children are divided into twelve groups according to the month in which they are born. One of the teachers or officers is assigned to work with each group. Each group prepares some game, charade, song, or recitation indicative of the month it represents. After the twelve groups have presented their part of the program, they pass to twelve tables which have been decorated to represent the birthday month of those who are served there. The refreshments also may be chosen with this thought in mind. The following suggestions are made for the programs of the different groups:

JANUARY

1. Song by child on the "New Year."
2. Tableaux of snow man and children in the act of pelting him with cotton balls.

FEBRUARY

1. Songs and recitations appropriate to Valentine's Day.
2. Patriotic program, with Lincoln or Washington tableaux or recitations, readings, or songs.

MARCH

1. Child in green dress (skirt very full and long) with hair undone. An electric fan behind a screen. Fan started when child sings, "Where does the wind come from?"
2. All March boys and girls, sitting on platform with little green flags in their hair, sing "The Wearing of the Green" or other Irish song, in honor of St. Patrick's Day.

APRIL

1. Come on platform with umbrellas up, then down, then up, marching about to music, and imitating an April shower. Then formed in line with open sheet music, "make believe" to sing.
2. Come on platform prepared to sing and just as it ought to begin, turn music so that April Fool is read from the reverse side, then march out.

MAY

1. A May moving day, and general house-cleaning time illustrated by girls with dust caps, boys with pails, stepladders, and so forth.
2. Reading or recitation, "I'm to be Queen o' the May." Tableaux to illustrate the crowning of the May Queen.

JUNE

1. Songs and recitations appropriate to the "month of roses."
2. A graduation day scene.

JULY

1. A tableau, Columbia with soldier on one side and sailor on the other.
2. One or two of Jarley's wax figures, the first one the figure of Liberty, which when wound up waves a flag, can be made quite funny.

AUGUST

1. A harvesting scene pictured and a harvesting song sung. Girls with sunbonnets and boys with straw hats.
2. A seashore story, "How the Sea Became Salt," adapted from "How to Tell Stories to Children," by Sara Cone Bryant.

SEPTEMBER

1. A Labor Day Parade, with banners, each a take-off on people in the school, ending with a stump speech.
2. Going to school illustrated with books, lunches, and so forth.
3. A college take-off, Princeton or some other college colors used, college song sung.

October

1. A Halloween tableau.
2. Some one to recite "The Goblins Will Git You if You Don't Watch Out," with lights turned low. "Seein' Things at Night" recited.

November

1. An Election Day scene, balloting, and so forth, with signs on walls, giving names of official candidates.
2. Thanksgiving Day recitations or songs.

December

1. A Christmas scene, children bearing gifts, toys, vegetables, and so forth.
2. A shoemaker's last hung up and a huge shoe beside it to help make it a little more complex. "Last but not Least."

CHAPTER X

Midweek Activities for Juniors

"The need of the pupil is the law of the school"

All earnest workers with Juniors desire to see the lessons taught the girls and boys on Sunday translated into life during the week.

On Sunday the pupils are taught lessons developing the feelings of reverence, loyalty, gratitude, and emphasizing obedience, heroism, and right choices. During the week they do or do not live the truths taught them. Anyone who is closely associated with the pupils between Sundays may know by their conduct whether the lessons have been learned. If, in a way natural to them, the girls and boys are reverent, obedient, courageous, making right choices at home, at school, and at play; if they are earnestly trying to remember to read their Bibles and pray daily; if they are grasping opportunities to serve others, then we may know they are learning the lessons taught on Sunday. But it is difficult for Sunday-school teachers to know these facts, so vital to those who are responsible for a large part of the religious education of the children. In fact, they cannot be known unless the teachers meet their pupils during the week. Therefore, midweek

meetings are suggested for two purposes: to learn, if possible, if the lessons taught on Sunday are functioning in the lives of the pupils; and to help every pupil who does not seem to have become acquainted with the relationship existing between the Sunday service and the life to be lived each day at home, at school, or at play, to correlate the two things.

Two midweek meetings may be planned—one for all the girls of the department, and one for all the boys of the department. The one for the girls might be held from four to half-past five o'clock on Wednesday, and the one for the boys on Thursday at the same time. The superintendent of the department and the teachers of the girls' classes could be made responsible for the girls' meetings, and the assistant superintendent of the department and the teachers of the boys' classes could be made responsible for the boys' meetings, but all plans for these midweek sessions should originate in and be promoted by the Junior workers' meeting, after consultation with the pastor and superintendents of the main school, the adult division, and secondary division.

The Program for the Midweek Session

4:00 P. M. Games.
4:30 P. M. Stories and Songs.
5:00 P. M. Handwork or other manual work.

Games. The games should be those in which the pupils have opportunity to exercise body as well as mind. There are ball games, bean-bag games, active

games and quiet games, games for girls and games for boys, games for indoors and out of doors. The games should be carefully directed, but not harshly supervised. So far as possible, avoid "preaching" to the children at this midweek meeting. Let them play the games according to the rules, corrected by their companions when they disobey them. Do not interfere unless there is real reason for such intervention. A good and helpful book for suggestions is "Games for the Playground, Home, School, and Gymnasium," by Jessie Bancroft. When the season permits, it would be well to plan sometimes for a walk or a hike, having the story time at the rest period before returning to the starting point.

The Stories. This half hour could be made of very great value if it were planned in such a way as the following: Let one half hour a month be used for telling missionary stories, another for temperance stories, another for patriotic stories, another for nature stories. Now and then a month will have a fifth Wednesday or Thursday. This will afford an opportunity for the children to ask for the retelling of their favorite stories or to retell the stories themselves. If such a plan be followed, helpful books should be in the hands of the responsible leaders. The missionary stories for Juniors will be found in Everyland, Over Sea and Land, and in the missionary papers and magazines issued by the denominational home and foreign mission boards.

Livingstone Hero Stories—Mendenhall.
Old Country Hero Stories—Brown.

Myths of the Red Children—Wilson.
The Dragon and the Cross—Paine.
The Story of Sunny Sahib—Cotes.
The Story of David Livingstone—Golding.
The Autobiography of John G. Paton.
Winning the Oregon Country—Faris.
Heroes of Missionary Enterprise—Field.
Missionary Story Sermons—Kerr.
Missionary Heroes in Oceanica—Lambert.
Children at Play in Many Lands—Hall.
Other People's Children—Seebach.
Martin of Mansfield—Seebach.
Fifty Missionary Stories Every Child Should Know—Johnston.

The missionary stories should emphasize the aim of missionary education, which is to cultivate feelings of love and sympathy for others; to arouse interest in the various needs of others; to lead the children to respond to these various needs of others; to show that the greatest need of the world is to know God and his Son, Jesus Christ; to help the children do their part in telling the gospel story, and in spreading the Kingdom of God.

The temperance stories should emphasize the aim of temperance education, which is: To cause the child to know that his body is the home of his soul and the temple of the Holy Spirit; and to teach him that it is necessary to keep this body clean, pure, and strong (as God expects it to be) if it is to be fit for a large service to God and man, which service will result in a life of great usefulness and much joy. Books which will be found helpful are:

The King and His Wonderful Castle—Brown.
Yourself—Guerber.

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The Stories Mother Nature Told Her Children—Andrews.
Good Health and the other books of the Gulick Hygiene Series.

Stories to cultivate the love of one's country may be found in:

Heroes Every Child Should Know—Mabie.
Heroines Every Child Should Know—Mabie.
Real Stories From Our History—Faris.

Fascinating nature stories may be found in a set of Nature Readers by Julia Wright, published by D. C. Heath & Co., Boston. Book I describes crabs, wasps, bees, spiders; Book II, ants, flies, earthworms, beetles, starfish; Book III, plant life, grasshoppers, butterflies; Book IV has chapters on geology, astronomy, and world life. Interesting nature facts may be found in "Nature Study and Life," by Hodge.

Songs. Stories of the great church hymns may be told, followed by the singing of the hymns. Patriotic songs may also be sung after the story of their writing has been told. A good book to have is "Famous Hymns of the World," by Allan Sutherland.

Handwork or Other Manual Work. This work may include the making of scrapbooks for hospitals by both boys and girls; the dressing of dolls for poor children by the girls; the making of models by the boys. Both boys and girls may make maps and models. The following books also will be found helpful:

Things to Make—Hutton.
Raphia and Reed Weaving—Knapp.
The Way of the Clay—Hildreth.
Woodwork—Hinckley.
Water Colors—Bradley.

CHAPTER XI

The Junior Department and the Home

"The need of the child is the law of the home"

The Sunday-school leader, as well as the day-school teacher, has come to realize the importance of securing the coöperation of the home in all plans made for the best character development of the pupil. The parents have control of many hours of the child's time and they provide the environment for this time. This environment includes many things other than the location of the home. There are the pictures on the walls, the forms of amusement indulged in, the music played or sung, the newspapers, magazines, and books for reading, the attitude toward religion and sacred things. All these deepen or efface the good impressions made on the minds of the pupils during the Sunday-school sessions. Again, the parents suggest or permit nearly all the forms of activity by which the boys and girls express themselves. These include duties performed in the home, games enjoyed at play, services rendered to others. All these activities furnish opportunities for realizing or destroying the ideals created in the Sunday school.

For this reason the home should know the purpose of the work of the Sunday school and church, and the

Sunday school should know the home conditions and have the assistance of the parents in the work it is doing. The parents should know that the Sunday-school teachers are praying and planning and studying for the purpose of teaching these boys and girls to know God, the Creator and Father, and Jesus Christ, their Friend, Companion, King, and Saviour; to know how to handle their Bibles; to memorize many passages of Scripture; to attend church regularly; to make systematic offerings for the home church and missions; to read their Bibles and pray every day; to sign the pledge not to use tobacco or alcohol; to accept Jesus Christ as Saviour; to serve Christ at home, at school, at play, in a boy's or girl's way; to develop the power to make right choices and decisions. Surely all parents should be asked and expected to coöperate fully in this great work of teaching and training their own children for Christ and the church.

The teachers should know whether the home is contributing to the formation of these desirable habits by sympathy and coöperation, or interfering by either indifference or opposition.

The best way for parents and teachers of juniors to learn to know one another and to work together is through the parents' or mothers' meetings arranged by the junior workers. The invitations for the first meeting should be verbal and personal, as well as written. Secure the help of the pastor or superintendent in announcing the date; send cards or letters to the home by the pupils; let a notice appear in the church bulletin;

have the teachers call at the homes of the pupils and deliver a personal and cordial invitation.

Plan to decorate the room of the church in which the meeting is held. The parents will see that the occasion is considered an important one and this will make the right sort of impression on their minds. Arrange the program carefully. At the first meeting it would certainly be in order to tell the parents of the plans and work of the Junior Department. State clearly the aims of the work; outline the methods used; tell of the lessons taught, showing samples of the pupils' home work and handwork; speak of the program and the opportunity thus afforded for the cultivation of the religious feeling and for self-expression on the part of the pupil. Explain the need of a separate room and a separate session. Carefully outline ways in which the parents can help in the great work. Follow this presentation of the work of the department by a conference, so that you may be sure that all which has been said has been clearly understood. The parents' meetings should become bureaus of exchange but the teachers must lead the way.

Let a social period follow. See that the parents become acquainted with the teacher of their child. Some arrangement might be made by which each teacher could gather in a circle about her the parents of the children in her particular class. Light refreshments could then be served.

At such an initial meeting it would be well to formulate plans for a permanent organization. A constitution

is not needed. Appoint a committee for the purpose of nominating the four officers necessary, *i. e.*, president, vice president, secretary-treasurer, and librarian. Appoint another committee to plan for the next meeting when the officers will be elected and assume their duties. After this election the time and place of the regular meetings can be decided. Very few committees are necessary. They are as follows: Membership, Social, Program. Others can be added when it is found that they are needed.

The Membership Committee will seek to enlist as members all mothers and fathers of the junior boys and girls. This work may be done by visiting the homes and telephoning or writing to the parents.

The Social Committee will provide for the socials in connection with each meeting.

The Program Committee will arrange an order of service, something like this:

1. Devotional service.
2. Minutes of the last meeting.
3. Treasurer's report.
4. Business, old and new.
5. Music.
6. Address on topic for the evening.
7. Conference on same subject.
8. Music.
9. Social period.
10. Adjournment.

This committee will also arrange for speakers, conference leaders, and musicians. It is well to remember that the topics considered in these meetings should include those which have to do with the physical, mental,

spiritual, and social welfare of the boys and girls who are members of the Junior Department.

The services of Christian preachers, teachers, doctors, lawyers, business men, missionaries, temperance workers should be enlisted.

Among possible program topics are the following:

The Junior Standard.
Church Attendance.
The Children's Reading.
The Children's Play.
Vacation Plans.
The Work and Study Book.
The Junior and His Companions.
Happy Sundays in the Home.
The Child and the Moving Pictures.
Story-Telling.
Nature Lessons and Gardens.
Christmas Giving.
The Training of the Will.
Religious Training of Children in the Home.
Children's Prayers.
The Development of a Girl.
The Mother's Privilege.
A Talk About Christmas Gifts.
The Best Gift.
An Ideal Christian Home.
The Father's Responsibility.
How to Inculcate a Spirit of Reverence.
Children's Reading.
The Religion of a Child.
How to Lead Children to Christ.
The Child as God's Child.
Formation of Habits.
Making the Boy Into a Good Citizen.
Perplexing Questions.
Unconscious Influences.
Vacation Echoes.
The Meaning of Thanksgiving.
Christian Patriotism.
The Father's Part in the Training of the Child.
Our Duty Toward Other People's Children.

Rainy Day Occupations.
The Twilight Hour the Mother's Opportunity.
The Physical Welfare of the Child.
The True Spirit of Christmas. Christmas Stories.
Relation Between Mother and Teacher.
Children's Rights: Have They Any?
Bible Stories and Sunday Amusements.

Circulating Library

Such an association should have a circulating library containing the following books:

A Study of Child Nature—Harrison.
Love and Law in Child Training—Poulsson.
In the Child World—Poulsson.
Religious Education in the Family—Cope.
Mother and Daughter—Jackson.
Children's Rights—Wiggin-Smith.
How to Tell Stories to Children—Bryant.
Bringing up Boys—Clark.
Stories and Story-Telling—St. John.
Child Nature and Child Nurture—St. John.
The Child as God's Child—Rishell.
The Unfolding Life—Lamoreaux.
The Renewal of Life—Morley.
The Boy and the Church—Foster.
The Boy Problem—Forbush.
The Child and His Religion—Dawson.
The King and His Wonderful Castle—Brown.
The Natural Way—DuBois.
On the Training of Parents—Abbott.
Hints on Child Training—Trumbull.
Building Your Girl—Wayne.
Building Your Boy—Wayne.
The Dawn of Character—Mumford.
Moral Education—Griggs.
The Girl in Her Teens—Slattery.
Training the Girl—McKeever.
Training the Boy—McKeever.
Essentials of Character—Sisson.

Such an organization as that here described will be of large benefit first to the pupils, and second to the teachers and parents.

Visiting the Homes of the Pupils

Another way to win the coöperation of parents is by visiting homes. The following suggestions may be found helpful.

The initial call should be planned for carefully. Write a note or use the telephone and tell the mother what time you are at liberty to make a call at the home, and ask her when she, or preferably she and her husband, can receive you. Tell her also that while you desire to see John or Helen (your pupil) during the time you are there, you really wish to spend most of the hour with John's or Helen's parents alone. After such preliminary arrangement, the teacher may expect and will receive a cordial reception upon punctual arrival at the home at the hour set for the conference.

The topics for discussion should be well outlined in the mind of the teacher. All awkward pauses will then be avoided. Notice some of the following:

1. The Junior in the home; that is, the boy or the girl for whose sake you are calling in the home. That particular pupil's physical growth; play life; progress at day school; chief interests; outstanding noble attributes of character; peculiar weaknesses and their apparent causes; obedience and helpfulness in the home; appetite for reading, and so on.

2. The aim of the Junior Department, which briefly stated is to help the pupil become a "doer of the Word." Explain the various steps taken to bring about this result, such as: (*a*) Introducing the pupil to God as

Creator and to Jesus Christ as Saviour and King; (*b*) acquainting him with the lives of some of the heroes of all ages who have kept the faith; (*c*) making him feel the attractiveness of the Christian life and right behavior; (*d*) giving him a knowledge of Bible content; (*e*) showing him what is meant by a Christian life for a Junior; (*f*) affording him opportunities for worship in the church, and service to others at home, at school, at play, at church.

3. Explain the organization, equipment, and program of the Junior Department and emphasize the importance of regular, punctual attendance.

4. Demonstrate the value of the Graded Lessons and explain the use of the Pupil's book for Work and Study. (Have a copy with you.)

5. Ask the parents for definite coöperation such as: Helping the pupil to do cheerfully the daily work outlined in the Work and Study Lessons; leading him to engage in daily, intelligent prayer; showing him that his tasks in his home are part of his service to God; arranging for the supervision and direction of his play life; planning for his attendance at the church service; helping him to earn some money for his own use and to regard at least a tenth of it as God's; sympathizing with all his efforts to make right choices; letting him know their great desire that he or she become a "doer of the Word."

6. Talk earnestly about the need and value of prayer by the parents for their own Junior, for the other Juniors, and for the Junior workers. If possible, secure a

promise to pray daily for God's guidance and blessing in the work.

Before closing the conference invite both father and mother to visit the Junior Department and explain to them the value of the training afforded in the Parents' Class.

At the right time, ask for your pupil, show real interest in his home, his play, and his school. Talk about the books he has read or the new song he is singing or the new game he is learning. Let him know that you love him and desire the best things for him.

The results of such careful home visitation will be felt: (1) By the teacher. A new power to meet the need of that pupil and a consequent new joy in teaching because of the conscious feeding of the pupil's soul. (2) By the parents. A new conception of the business of the church school and of the teacher's work and of his own responsibility. (3) By the pupils. A greater love for the Church and the church school, real pleasure in doing the home work, much comfort in the sympathetic aid of his parents, and a new encouragement to strive each day to be "a doer of the Word," Christ's own boy or girl.

A Class for Parents of Juniors

Another way in which home coöperation might be won is the class for the parents of Juniors. This class will meet on Sunday at the hour of the regular school session, or at some other time just as the members desire. The officers will be chosen from the class

membership and there will be a president, vice-president, teacher, substitute teacher, secretary, and treasurer. The committees will be membership, program, social, and coöperation.

The membership committee will visit all nonattending parents of Juniors and urge their presence in the class if this is at all possible. The program committee will outline (with the Junior superintendent's counsel) the special courses for the class. The social committee will arrange quarterly, or semi-annually, socials for the class. The coöperation committee will report at proper intervals the regular coöperation desired by the Junior superintendent and the first, second, third, and fourth year teachers. This committee will also report any additional coöperation necessary because of special occasions, such as the annual picnic and the annual promotion day, or because of any emergencies which may suddenly arise.

The president will preside over the class session, holding each participant in the program within the prescribed time limit. The program will provide for:

1. The opening word of greeting by the president.
2. The announcements.
3. The attendance record.
4. The offering.
5. The introduction of the teacher who will present the lesson for the day.

The class session will not be less than forty-five or sixty minutes. It may meet with the school for the

opening service and have its own brief closing if this should be necessary to provide the time required for the session.

The courses may be from two to twelve months in length, varying according to the course. These courses may include the following subjects: "A Study of the Junior Girl and the Junior Boy;" "A Study of the Standard for a Junior Department;" "A Brief Survey of the Junior Graded Lessons;" "The Play Life of Juniors;" "The Normal Christian Life of a Junior;" "Reading Books for Juniors," or any other course helpful to the parents of Juniors. The following named books will be among those to be used by the teacher and read by the members of the class while the teacher is presenting the course: "The Pupil and the Teacher," Weigle; "Education Through Plays and Games," Johnson; "The Child as God's Child," Rishel; "Finger-posts to Children's Reading," Field; "Essentials of Character," Sisson; "The Use of Motives in Teaching Morals and Religion," Callaway. The class will have a circulating library, or, if the Junior Department workers agree, it will use the department library.

The Junior superintendent will call upon the class for a few minutes and lead once a month, and each member of the class will visit the Junior Department at least twice a year.

If the class succeeds in accomplishing what the Junior superintendent expects it to do, she will see a marked change in the attitude of the pupils toward the church school, the church, and their work.

CHAPTER XII

The Monthly Workers' Meeting

"The need of the pupil is the law of the school"

In order to realize the aim of the Junior Department, it is necessary for the superintendent, officers, and teachers to coöperate fully in the promotion of all the plans of work. Such full coöperation cannot be secured unless all who aid in the management of the department fully understand the aim of the work and the means and methods of doing the work. Hence the real necessity for a monthly meeting of the junior workers. The time of this meeting should be the same each month and it should be about a week or ten days previous to the first Sunday of the ensuing month, for instance, the third Monday, Friday, or Saturday of the month. Such an arrangement gives opportunity for all the workers to arrange their plans for the coming month so that they will dovetail together. No excuse for absence, except illness, should be offered or accepted.

The Members of the Association should be the officers, teachers, and substitute teachers of the Junior Department.

The object should be to afford the junior workers an opportunity to pray, plan, and study for their special work.

The officers should be a president, vice president, and

secretary. (The superintendent of the department should be the president, the assistant superintendent, the vice president, and the secretary of the department should act as secretary.)

Only those committees which seem necessary to do the work from month to month should be appointed.

There should be a library of good, helpful books for junior teachers. These should be purchased by the Sunday school for the use of the junior teachers. See page 44 for list of books.

Plan for a social hour at the close of the meeting, and serve light refreshments.

The Program

1. Short Scripture reading and a brief opening prayer. (A devotional five minutes.)
2. Roll call.
3. Minutes of the last meeting read and approved.
4. Business arising from the reading of the minutes.
5. Report of special committees.
6. Reports from officers and teachers.
   - The superintendent.
   - The assistant superintendent.
   - The secretary-treasurer.
   - The pianist.
   - The teachers.
     - Of First Year classes.
     - Of Second Year classes.
     - Of Third Year classes.
     - Of Fourth Year classes.
7. Consideration of business suggested by the reports of the officers and teachers.
8. New business.
9. A ten-minute season of prayer, seeking help in the solution of problems brought to light during the meeting.
10. A half-hour study period with the superintendent acting as leader. (This period may be devoted to a study of the

Junior Department standard or some good book of interest to junior workers.)
11. A half-hour conference period.
12. Social hour.

Blanks should be furnished the teachers for their reports in order that they may be handed the superintendent for later and fuller consideration. They may read as follows:

Class No.....
Teacher.....
Number of pupils.....
Cases of absence, how many, and reasons for such.....
.....
Visits to the homes.....
Special information secured from visits to the homes.....
.....
Any problems peculiar to the class.....
Any successes to report.....
Any help needed from other workers in the department.....
Have you been absent during the month?.....
What provision was made for your class?.....
Name any special books helpful to you as a junior worker which you have read during the past month.....
.....
Have you attended any meetings where you received special help? .....If so, where?.....

The officers need not have blanks for their reports, but may be expected to report on the following points:

The Superintendent.—
1. The program plans for the coming month.
2. Equipment necessities.
3. Teacher-training plans and suggestions.

The Assistant Superintendent.—
1. Any classification problems.
2. Substitute teacher problems.
3. Social plans for the department.

The Secretary-Treasurer.—
1. The attendance at Sunday school and church: is it regular? is it punctual?

2. New pupils: who are they? what is their home environment?
3. Increase or decrease of offerings.
4. Progress made by pupils in securing class or individual credits for the department work.

The Pianist.—

1. The music for the month.
2. Any special music.
3. Teaching the children to sing.

Finally, it should be decided that under no circumstances may this meeting become a social or debating club, but that it should be held for the following purposes: To consider the needs of the department; to concentrate upon the weak places; to correct erroneous ideas; to make better teachers and workers; to pray for the work.

Perhaps it would be well if the Junior Teachers' Association adopted a standard to which the teachers would be asked to subscribe upon entering the department as workers. Such a standard might include the following:

1. The careful study of the lessons to be taught.
2. The study of the "Foreword" and the "Appendices" in each quarterly textbook.
3. The making of the Pupil's Work and Study Book.
4. Visiting the children in their homes.
5. Attendance at the junior workers' monthly meeting.
6. Visiting the public school which the pupils attend.
7. The study of at least one teacher-training book a year.
8. Attendance at a Community Training School, or a Summer or Winter School of Sunday School Principles and Methods.

Such a standard would prove most helpful in increasing the efficiency of the workers.

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DATE DUE

BV 1546 .B2538 1916

Baldwin, Maud Junkin.

The juniors: how to teach and train them

United Theological Seminary Library
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Baldwin, Maud The juniors: how to teach
3 0645 0005 7881 1